

MICH.
SCHOOL LIFE

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No. 2

CAMPAIGNING FOR SCHOOL ATTENDANCE.

Federal and State Officials Cooperating—Military Requirements Emphasizing Value of Education—Special Problems.

Federal and State officials are cooperating in a nation-wide campaign for maintaining the schools at their full efficiency. The Nation's emergency needs, including particularly those of the Army and Navy, have called attention as nothing else could to the significance of good schools, and Federal officials from President Wilson down are striving as never before to see that boys and girls of every age go to school this fall and that schools of every grade shall be carried on at the maximum efficiency to meet the war's demands. The governors of a number of the States have arranged to issue proclamations urging school attendance this year.

President Wilson's Letter.

In his letter to Secretary Lane President Wilson expresses his gratification that "despite the unusual burdens imposed upon our people by the war they have maintained their schools and other agencies of education." He urges that there be no falling off of school attendance, pointing out that this is a matter of the very greatest importance, affecting both our strength in war and our national welfare and efficiency when the war is over. "So long as the war continues," says President Wilson, "there will be constant need of very large numbers of men and women of the highest and most thorough training for war service in many lines."

One of the outstanding phenomena of the war has been the realization on the part of military men of the importance of schooling for every soldier. The large numbers of illiterates in the draft, the numbers of men without sufficient schooling to learn quickly the processes of military training in the Army camps, and the immense amount of rejection due to remediable

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CITY SCHOOL DIVISION ORGANIZED.

Best Practice of City Schools to Be Made Known—Conferences Planned—New Kindergarten Appropriation.

In the endeavor to make the work of the United States Bureau of Education more helpful to the field at large, the Commissioner of Education has organized a new division to be known as the City School Division. In its organization the division will comprise specialists in school administration; in secondary, elementary, and kindergarten education, respectively; and in the school systems of villages and of smaller towns and cities. These specialists are men and women of successful practical experience in the respective fields assigned them and are, therefore, qualified to confer with superintendents, school officials, and teachers concerning the problems which are constantly arising in the work of city systems. Dr. Frank F. Bunker, formerly assistant superintendent of the schools of Seattle and of Los Angeles and later superintendent of the public schools of Berkeley, Cal., has been appointed chief of the division.

The division has set for itself the task of compiling information concerning the best practice among the school systems of this country and of foreign countries; of making intensive studies of particular problems of general interest; and of disseminating the results among school officials. It will give especial attention to the problems of the teacher, for upon the teacher in the classroom rests the educational hope of the Nation; indeed, all the other parts of

PRESIDENT WILSON ON EDUCATION IN WAR TIME.

THE WHITE HOUSE,
Washington, 31 July, 1918.

My Dear Mr. Secretary:

I am pleased to know that despite the unusual burdens imposed upon our people by the war they have maintained their schools and other agencies of education so nearly at their normal efficiency. That this should be continued throughout the war and that, in so far as the draft law will permit, there should be no falling off in attendance in elementary schools, high schools or colleges is a matter of the very greatest importance, affecting both our strength in war and our national welfare and efficiency when the war is over. So long as the war continues there will be constant need of very large numbers of men and women of the highest and most thorough training for war service in many lines. After the war there will be urgent need not only for trained leadership in all lines of industrial, commercial, social and civic life, but for a very high average of intelligence and preparation on the part of all the people. I would therefore urge that the people continue to give generous support to their schools of all grades and that the schools adjust themselves as wisely as possible to the new conditions to the end that no boy or girl shall have less opportunity for education because of the war and that the Nation may be strengthened as it can only be through the right education of all its people. I approve most heartily your plans for making through the Bureau of Education a comprehensive campaign for the support of the schools and for the maintenance of attendance upon them, and trust that you may have the cooperation in this work of the American Council on Education.

Cordially and sincerely yours,

WOODROW WILSON.

Hon. FRANKLIN K. LANE,
Secretary of the Interior.

the school machinery exist only that her efforts may be made increasingly effective. Upon request, the division will examine school reports and courses of study, offering criticisms and suggestions, and will help wherever desired in the making of self-surveys. When practicable, its members will meet in conference with educational groups gathered at convenient points for

the discussion of problems growing out of local situations. Because of the danger of becoming academic in attitude through losing personal touch with the field it proposes that its members, as often as may be, shall visit typical school systems and learn at first hand of the work being done therein.

In order that the division may inform the field of what progressive systems are doing it will welcome reports of superintendents and supervisors; outlines of courses of study prepared by teachers or heads of departments; manuscripts describing current practice or discussing problems of general interest; copies of school bulletins issued by superintendents and supervisors; minutes of boards of education, and, indeed, anything having to do with educational procedure. It hopes that school officials generally will take the initiative in sending information. Material should be addressed to the Commissioner of Education, and marked "For the attention of the City Schools Division."

Kindergarten Appropriation.

Part of the new city school division work—that of kindergarten education—is made possible by a new appropriation by Congress, whereby, for the first time, congressional support is available for the important field of kindergarten promotion and practice. Two specialists will constitute the kindergarten staff for the present.

CAMPAIGNING FOR SCHOOL ATTENDANCE.

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physical defect—evidencing the failure of the Nation to provide through its schools that basis of general physical education essential to military preparedness—these are some of the things that have made the War and Navy Departments of the United States the most ardent advocates of good schools in every community.

The most important activity of the War Department in connection with the present educational campaign centers in the work of the Committee on Education and Special Training. For a number of months this committee has been quietly utilizing existing educational institutions to train enlisted men for specialized Army vocations. Not only is it turning out an average of 50,000 trained men every two months to meet the needs of the Army, but it is stimulating an interest in higher educational opportunities on the part of thousands of enlisted men who might never otherwise have seen the inside of a college. Not the least of the phenomena of the war is the development that has come in the activities of this committee whereby its interest, first of all concerned

with specialized trade training for enlisted men, later reaching out to a campaign for keeping men in college to be the technical military men of the next two or three years of the war, has finally culminated in a deep-seated conviction that what is needed is not simply a stimulation of college enlistment and graduation of boys from high school to go to college, but stimulation of education all along the line from elementary schools to university.

Other Agencies in the Campaign.

It would be almost impossible to catalogue all the Federal and other agencies working energetically to keep children in school. The Children's Bureau with its publications on juvenile delinquency in warring countries has pointed out the lessons from foreign experience. The Boys' Working Reserve, also of the Department of Labor, has attacked effectively the problem of the boy of high-school age, whose labor is necessary in the present emergency, but whose education is even more important not only for the present but for the future. The War Department has not only had its committee on education and special training, with a record of educational achievement already significant, but has also undertaken to see to it, through the establishment of schools at the newer munition-plant communities, that no children shall suffer for lack of schooling because of war adjustments.

The Junior Red Cross and the Committee on Public Information are keenly interested in having the largest possible numbers of pupils through whom to carry the Government's messages of patriotic service.

Physical Education in the Campaign.

An essential part of the educational campaign for this fall will be provision for physical education. The war has brought home to us the failure of schools in this particular as nothing else could have done. Of the two and a half million men examined for the National Army in 1917, 34 per cent were found physically unfit for military service and were rejected. A careful estimate places the number of men suffering from remediable defects at over one-third of this number. It is felt that the schools have an opportunity and a duty here that must not be neglected.

Boys in the City.

Every schoolteacher knows that the biggest pull upon the boy to take him away from school is the lure of high wages. Every teacher should know that the highest administration officials are strongly opposed to recruiting from among children of school age. Especially important for this fall is the case of the boy who went to work when school closed in June with the expectation of staying at work only during vacation. But in the

meantime he has been used to receiving high wages, the family expenditures have been adjusted to an income increased by the boy's contribution, and the boy will not go back to school, the chances are, unless the school or somebody makes it its business to see that he comes back. One of the admirable points in favor of the farm plan of the Boys' Working Reserve is that the boy who has spent his summer patriotically on the farm as a member of the Boys' Reserve will go back to school as soon as farm operations cease, while the city boy who is in a factory will not have the same incentive to stop work and go back to school.

Do We Need an Educational Campaign?

What about the children below working age? Do we need an educational campaign for them?

It is true that every State now has a compulsory education law of some kind, Mississippi having recently completed the roll of States. It is also true, however, that the compulsory education laws are not State-wide in every State, and that even in States where they are State-wide school attendance is not enforced and the school term is so short that even attendance as long as schools are in session would hardly furnish a minimum education.

In a county in one of the States recently surveyed by the Bureau of Education a careful study was made of the amount of school attendance by all the pupils who were enrolled. The following table shows the number of days attended and the per cent the number in each group of pupils bears to the table:

Days attended.	Pupils.	Per cent of pupils.	Per cent attendance less than average.
1 to 10.....	96	4.6	14.0. Less than 51 days
11 to 15.....	42	1.9	
16 to 20.....	90	4.3	
21 to 25.....	66	3.2	
26 to 30.....	30	2.6	
31 to 35.....	48	2.3	32.7. Less than 76 days
36 to 40.....	84	3.9	
41 to 45.....	90	4.3	
46 to 50.....	120	5.6	
51 to 55.....	96	4.5	
56 to 60.....	48	2.3	56.8.
61 to 65.....	72	3.4	
66 to 70.....	138	6.5	
71 to 75.....	156	7.3	
76 to 80.....	222	10.0	
81 to 85.....	102	4.7	
86 to 90.....	174	8.1	
91 to 95.....	246	11.5	
96 to 100.....	192	8.9	

It will be noted that in this county, with a school term of 100 days, one-third of the children have only 50 days' schooling or less, and 14 per cent have 25 days' schooling or less every year. Will the soldiers from this county have a fair chance with soldiers from other States and other counties that have 9 to 10 months' schooling and 90 per cent attendance records?

HIGHER EDUCATION AND THE WAR.

Secretary Lane's Special Committee Outlines Need—America's Engineering Problems Greater Than Any Other Nation's—Institutions Must Adjust Courses to War Needs—Student Aid Suggested.

Closely in line with the War Department's recommendations to make the draft ages 18 to 45, with provision for training of the young men, is the report of Secretary Lane's special committee on higher education and industry, just made public, wherein the Nation's need for technically trained men is defined and a specific higher education program urged.

The committee, which consisted of Fuller E. Callaway, a financier of Lagrange, Ga.; Samuel M. Felton, director general of military railways for the War Department, and President E. A. Alderman, of the University of Virginia, points out how essential it is, if the Government's far-reaching military plans are to be carried out successfully, that the processes of higher education be maintained at the highest possible efficiency, especially those having to do with the future supply of men; and women trained in scientific and technical subjects, including teachers in these fields.

Impossible to Exaggerate Importance.

That it is impossible to exaggerate the importance of engineering knowledge and skill, in the broadest sense, is the judgment of Secretary Lane's committee, not only directly in the conduct of military operations, but indirectly in the essential war industries, including agriculture. The report says:

The engineering problems confronting the United States are indefinitely greater than those of any other of the great nations. For an average distance of more than 4,500 miles, across the continents and the seas, we must transport all of the men, munitions, and supplies which are to represent us in this great struggle. Furthermore, the central powers prepared themselves for this conflict over a long period of years, and by this means determined its character to their own advantage in large measure. The loss by our Allies of men of highly specialized training in the early stages of the war, and the difficulties in the way of recovery, leave this Nation in the position of trustee of the only remaining sources of supply.

War Tasks Call for Expanded Effort.

Pointing out how the War Department has already taken steps, through the establishment of the Student Army Training Corps, to utilize the higher educational institutions in training young men under 21, Secretary Lane's committee makes the following recommendations:

The people of the United States should recognize that the maintenance of the war strength of the Nation in its full

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THE PUPIL FROM ANOTHER COMMUNITY.

Judge Considerately, Say Bureau of Education Officials—Is French Learned in France as Good as That in U. S. A.?—Pupils Should Bring Transfer Cards.

With the abnormal shifting of population this year, superintendents and principals will be called upon to a greater degree than ever to classify many children coming from other schools. Bureau of Education officials are urging that school officers be considerate in their judgments of other schools; that in all cases classification be made in the interest of the child and not in the interest of school machinery.

It is unfortunately true that children often lose a year in transferring from one school system to another. Many Government officials and others whose duties compel them to move from city to city claim that their children lose a grade almost every time they enter a new school. There are several reasons why children who move to another city lose time in school: Different course of study, insufficient data from school last attended by which superintendents may know in which grade to place these children, and an unwillingness on the part of superintendents to accept the promotion grades from other schools or to give credit for work done in other schools not offered in their own.

The following is an illustration of this latter attitude: An American girl who had lived abroad and attended a French school, and who could speak the language fluently, was allowed only two years' credit by the principal of a high school, which offered three years of French and which required no conversation in French on the ground that the girl did not have sufficient knowledge of French grammar. Another principal refused to give a girl credit for work done in a modern language because the school she had attended used a different textbook. These are no doubt extreme illustrations, but others could be given to show that it is unjust not to allow children credit for work already done. It is at least a professional courtesy and simple justice to accept what a child has done in another school until it is proved that work in that school is not up to a reasonable standard.

It is sound educational theory that a child should not be classified mechanically or formally in any school. A pupil should be placed where he can make the most of every year or month of his school life. A child's power to read, to think, to respond or react to stimulating material of the right sort is all that should be used to determine the material that should be presented. If a boy moves from city A where he has had three years' work in manual training to city B that offers only two years manual training or none at all, city B should give the boy credit for all the manual training he has had and not require him to substitute

KEEP THE SCHOOLS GOING.

The President of the United States and all who are most closely connected with him in the administration of the Government, and who are therefore most responsible for the conduct of the war, have frequently expressed the opinion that all schools—elementary schools, high schools, colleges, and universities—should be kept up to their normal standards of efficiency during the war; that school-attendance and child-labor laws should be rigidly observed; and that all boys and girls who are prepared for it and can possibly do so should attend high school or college as a patriotic duty unless called for some service which can not be done so well by others. So frequently have they expressed this opinion and so constantly have they urged in effect, as the President has urged in so many words, that "no boy or girl should have less opportunity for education because of the war," that this has come to be known as the policy of the administration on this subject.

I wish to impress upon all school officers and teachers and upon all men and women of influence in their States and local communities the importance of doing all they can to make all the people understand this policy and to create such sentiment for it as will compel the fullest possible compliance with it. For this, a higher sense of devotion to duty will be necessary than would be needed in normal times, because of the many temptations for other forms of service which are for the time more attractive.

P. P. CLAXTON,
Commissioner of Education.

something else for it. If a girl has had work in art and moves to a city where the schools do not offer art she should be given credit for the subject.

The most progressive high schools now credit by units, 15 or 16 units being required for graduation. There should, therefore, be no difficulty in granting credit for work done in other high schools even if the subjects do not come in the same order. One high school may offer English history, say, in the first year and another in the third. If a pupil moves from a school requiring English history in the first year to one offering it in the third year he should not be required to reject the subject and thus lose a unit's credit. Educators are not yet in agreement as to the year in which certain subjects should be studied.

In the elementary grade a pupil is often put back a year upon entering a new school because the school previously attended did not make a fetch of arithmetic in the primary grades. In some schools no arithmetic is required in the first grade and very little in the second, while in others formal arithmetic is required in the first grade. If a pupil moves from the former to the latter type of school he is required to drop back a grade or two in order to make up his arithmetic.

Another reason why children entering a new school are often incorrectly classified is that they do not bring detailed statements from the school last attended showing the amount and character of the work done. This difficulty can be obviated by each school keeping an individual record card. When a child enters a new school a copy of the card should be given the child so that he may be more easily classified. The Bureau of Education has devised a card which has proved very useful for this purpose. Sample copies will be sent on request.

\$1,000 MINIMUM URGED BY TEACHERS' FEDERATION.

A thousand-dollar minimum salary was urged by the American Federation of Teachers at its Pittsburgh meeting. The Federation went on record as in favor of having teachers' salaries paid in part, when the revenues of the community do not permit, by the State or Federal Government.

A resolution on child labor was adopted, as follows:

Resolved, That the American Federation of Teachers deplores the fact that the National Child Labor Law which prevented the industrial exploitation of children is no longer operative because of its unconstitutionality; and, be it further

Resolved, That we call upon the people to take such action as shall result in the shortest possible time in the passage

HIGHER EDUCATION AND THE WAR.

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power demands the utmost efforts of all existing well organized and adequately equipped colleges, universities, and technical schools. This means ever increasing and more devoted bodies of students as well as faculties.

Young people having the requisite qualifications should heed this urgent call of their country and apply themselves diligently, enthusiastically, and in increasing numbers to the task of preparing for the highest service of which they are capable. Wherever practicable, young men should at the same time join the students' enlisted reserve and prepare for military service, in order to be ready for that call also when it comes.

Institutions of higher education should adjust their courses, so far as possible, to immediate war needs and to the demands which must inevitably come with the establishment of peace, and should develop especially those scientific and practical branches of study which are essential to the winning of the war, to the development of our industries and commerce, and to the accomplishment of the tasks of the civic and political life of the Nation.

Educational institutions should use every effort to make the opportunities and privileges of training for public service accessible to all suitably prepared men and women of college age. In the cases of many worthy young men and women this will require some provision for assistance in meeting payments for tuition and laboratory fees and other necessary expenses of higher technical training.

Upon receiving the report of the special commission, Secretary Lane wrote to Commissioner Claxton as follows:

The recommendations of the commission invited by you, in accordance with my instructions of May 15, to advise this department in regard to what policy it should pursue as to urging upon our young men and women the taking up or continuing of college and university courses during the war have my hearty approval. This is a matter of the greatest importance for our strength in war and for the future welfare of the country. You will, therefore, do all you can through the Bureau of Education and in cooperation with all other available agencies for the promotion of the policy recommended.

of a law framed to stand the test of the courts; and, be it further

Resolved, That if such a law can not be framed, we advocate a constitutional amendment at the earliest possible moment. In the meantime, we call upon the various States to pass child labor laws which shall supplement Federal action.

CALLS ATTENTION TO SPANISH AND PORTUGUESE.

In a letter to college presidents and superintendents of city schools, Commissioner Claxton calls attention to the importance of modern languages, including Spanish and Portuguese, in the course of study for the youth of the future. He says further:

The American people are becoming genuinely interested in problems that refer to the foreign relations of our Government and the overseas commerce of our Nation. Our schools and colleges therefore should endeavor to modify their curricula and direct their teaching so as to equip their pupils with that body and kind of knowledge which will be most helpful to them whether directly engaged in the conduct of foreign business or in the intelligent exercise of their vote on matters of foreign policy.

I take pleasure therefore in calling to your attention a recent resolution of the women's auxiliary committee of the United States of the Second Pan American Scientific Congress, of which Mrs. Robert Lansing is chairman, wherein the Commissioner of Education is asked to approve and make known the following resolution adopted by the Second Pan American Scientific Congress in final plenary session, January 8, 1916:

"The Second Pan American Scientific Congress urgently recommends that Spanish be taught more generally in the schools, colleges, and universities of the United States and that English be taught more generally in the educational institutions of the Latin American Republics, and that both languages be taught from the point of view of American life, literature, history and social institutions."

I am not only in full accord with the sentiment of this resolution, but beg to urge further that opportunities be offered in the schools and colleges for the study of Portuguese. True Pan Americanism perhaps will never become possible without the cooperation of the schools; with them rests largely the responsibility, as stated in the resolution of the women's auxiliary committee, or bringing the 21 Republics of the Western Hemisphere into common accord by giving to their several peoples the common possession of the four languages spoken on this continent.

SECRETARY DANIELS SAYS: "STAY IN SCHOOL."

The Secretary of War and the Secretary of the Navy have encouraged young men under draft age to remain at school until there is imperative need for their services. We have advised them to take military instruction at school wherever possible, and pursue their education. With this instruction I am sure they will be better fitted for the call when it comes to them. We take young men over 18 who desire to come, but those who are pursuing their studies at school and college are advised to continue their studies for the present.—*Secretary of the Navy Daniels.*



RURAL · EDUCATION

ITEMS OF SIGNIFICANCE IN RURAL SCHOOL PROGRESS



Notes of General Interest.

The State Department of Public Instruction of Montana has recently issued a complete set of pamphlets covering the fundamental subjects in the rural school course of study. A number of progressive States have recently begun issuing separate courses of study for their rural schools.

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Two southern counties that have issued instructive manuals of information are Dillon County, S. C., and Autauga County, Ala. In both these counties emphasis is placed on the "occupational point of view" in the course of study.

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County Superintendent N. A. Housel, of Madison County, Nebr., has this to say about progress in school consolidation in his county:

One year ago, Liberty Consolidated School District, No. 83, Madison County, Nebr., was formed. A 5-acre tract of land is owned by the district, on which has been erected within the past 10 months a modern school building at a cost of approximately \$20,000. The district has voted to build a teachers' cottage on the school grounds, and the school board has employed a superintendent for the coming year at a salary of \$125 per month.

This school plant includes the vital features of a successful rural school—well-paid permanent teachers, settled in a home provided by the community; a modern school building, and ample land for agricultural experimentation, in addition to large playgrounds. The next step would be to make this Nebraska school an *all-year school*.

* * * * *

One of the most comprehensive score cards for rural schools that has been devised is contained in the Kansas State Agricultural College bulletin of June 15, 1918. The score card gives 1,000 points for perfect plant and an additional 1,000 points for perfect teaching equipment and efficiency, subdivided as follows:

	Points.
Site.....	235
Buildings.....	445
Service and equipment.....	320
Teaching equipment.....	500
Special activities.....	200
Efficiency plans and provisions.....	300

Educators who are interested in this score card should write to the Kansas State Agricultural College at Manhattan.

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ALL-YEAR RURAL SCHOOLS IN CANADA.

"A survey of education in the Province of Saskatchewan, Canada," has just arrived from press at Regina, Saskat-

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chewan. This report contains many things of more than passing interest for American educators and particularly those who labor in the great agricultural States and are interested in rural-school progress. The Canadian people are gradually establishing the rural schools on the "all-year basis" and teachers are becoming "all-year teachers."

The school year in most of Canada opens in January and closes with the last day of December, which makes it possible to retain teachers throughout the growing season of the year. These schools, it should be understood, are, most of them, open throughout the summer session, which makes it possible for the Canadians to have excellent school gardens and experimental plots. Under strict regulations of the Department of Education it is allowable for local boards to excuse such of the older children as are urgently needed for agricultural labor during the rush season of the harvest. It will come as a surprise to many Americans to know that in Saskatchewan even the remotest schools in newly settled sections are kept open for at least 190 days, that the better-class rural schools must be in operation at least 210 days, and that all town and city schools must keep the doors open for 210 days or more. Schools of this type offer excellent opportunity for continuous service at desirable salaries. Long terms, well-prepared teachers, and living salaries generally go hand in hand. In Saskatchewan the average salary of all rural teachers during the past year approximated \$800, as against less than one-half of this amount paid the average rural teacher in the United States.

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TEACHER SHORTAGE IN RURAL COMMUNITIES.

A current educational periodical asks, "Where is the shortage of teachers?" The magazine then answers its own query by pointing out that the past year has seen a constant procession of teachers upward through promotion to higher positions, leaving all the "slack at the bottom." The teacher shortage is serious—much more serious than most people think. How alarming this shortage is may be seen from the returns coming daily to the rural-school division of the bureau, from county superintendents throughout the United States. From 20 letters taken as they were opened Au-

gust 8 the following shortages by counties were indicated, covering 17 States widely scattered:

Rural teachers.	All other teachers.	Rural teachers.	All other teachers.
25	5	20	3
15	4	30	18
20			
30	2	12	2
15	3	8	15
16	10	43	3
20	2	16	3
54	3	31	
24		5	2
30	5		
		414	76

The remedy for these conditions must be sought in all-year schools, good salaries, and satisfactory living conditions for the teachers. Otherwise country districts will go a-begging.

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A BETTER RURAL SCHOOL IN WAR TIME.

A progressive and patriotic rural community is Whitnell, Pittsylvania County, Va. Whitnell is 7 miles from the nearest railway station in a fine farming section. The school in this community was consolidated some two years ago. Six teachers were employed last year. An additional teacher will be added to the force next year. The principal last year, a man, and another young man in the teaching force last year, have answered the call to the colors, so that there will be no men in the faculty at this school next year. It will continue to be "a farm-life" school, however. Agriculture, home economics, and music will be given due place in the course of study. Mrs. F. C. Beverley, a member of the faculty last year who has been promoted to the principalship, knows country life from first-hand knowledge gained from her experience as a farm girl and a farmer's wife. With her husband and her mother she lives on her father's homestead in this school district. She is a graduate of Randolph-Macon College. This summer she attended the University of Virginia, doing intensive work in agriculture, rural sociology, and rural economics.

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TRAINING OF AGRICULTURAL TEACHERS IN SERVICE.

Improvement of teachers in service was the keynote of the annual midsummer conference of the Massachusetts agricultural directors and instructors held at Amherst, July 30 to August 2, 1918.

Since Massachusetts is generally regarded as the pathfinder State, so far as agriculture education is concerned, her activities along this line are keenly watched by school officials throughout the country. Two important steps in the better training of teachers have been taken by Massachusetts: First, the provision that each agricultural instructor in the State-aided schools must devote two months of the year to the specific task of improving his teaching proficiency; and, second, the appointment of a teacher-training specialist whose time is devoted entirely to the professional improvement of the agricultural instructors after entering the service.

The conspicuous feature of the first provision is that no attempt has been made to define the character of the work undertaken as professional improvement. Such work, however, must be approved and may even be suggested by the State department. The nature of the work approved or suggested is dependent upon the needs of the individual instructor; that is, each instructor is expected first to make up for any deficiency in his qualifications. For example, an instructor who is deficient in farm experience would be expected to spend his professional improvement period on a farm where he may obtain the peculiar kind of experience needed in his teaching work. Similarly, some special work at the agricultural college may be recommended for an instructor who is deficient in technical knowledge. In general, the instructor is expected to devote part of his professional improvement period to the preparation of lesson outlines and teaching materials.

The teacher-training specialist engaged by the State department makes his headquarters at the Massachusetts Agricultural College. This arrangement enables the specialist to correlate the preemployment training with the subsequent training and to carry to the teacher in service the latest and most approved methods and devices in teaching the subject. Furthermore, and of greater importance, is the opportunity that such a plan offers for keeping the teacher-training department of the college in touch with the vital problems in the field.

The more work the schools can do in selling Liberty bonds, war-saving stamps, doing Red Cross work, singing and hearing the best camp songs, gathering posters, slogans, reading up about the Kaiser and his six sons, who, if Germany wins, will sit on six thrones, the Hohenzollerns being the ablest, perhaps the most consummate egotists among all the ruling families since the Caesars—the more countless activities born of the present emergency the better.—G. Stanley Hall.

THREE SONS—and the War

A Story by HAROLD WHITEHEAD, Boston University : : Serving with the American Council of Education, Washington, D. C.

WAR! Like a rushing, living torch that word lighted a divine fire in these glorious United States on that never-to-be-forgotten April 6, 1917.

From the busy rush of the big city, from the quiet peace of the village came a mighty force—volunteers to fight for the most glorious heritage man ever fought for—FREEDOM.

The demands were enormous, for the task was gigantic, but the demands were met with a promptness and deadly earnestness that heartened our courageous allies.

This war was no impersonal affair, but something that touched every home and every heart. An eager desire to anticipate the call to duty thrilled millions of men and women.

What that duty actually was many people only vaguely understood. Our Government promptly realized the need for pointing out the duty to its citizens, for it did not at once call everyone to battle on the tortured fields of France with the greatest scourge that ever cursed the world.

In the small, busy, manufacturing town of Hammerville lived old man Parsons with his wife and their three sons. John, the eldest, was 24 years old; Robert, who would soon graduate from high school, was going on 18; while Dick, dear, mischievous Dick, was 16—three boys whose manliness would cause a glow of pride to any parents.

On that memorable April 6 the orderly routine of the Parsons household was rudely shaken when Robert rushed excitedly into the house and yelled:

"It's war, dad! It's war, mother! Gee, now we'll give the Hun something to remember. I've just seen John; he's going to enlist. * * * It says we're going to send millions of men to France. * * * I hope I'll have to go."

The father looked with pride on his son, but the mother merely smiled faintly and turned away so that the others should not see the anguish in her eyes. "Of course, if the boys had to go, she would be proud to have them go—but her boys—John was a man, but he was her boy. * * *

And so John marched away with the loyal sons of Hammerville to do his duty. But Robert and Dick felt that they ought to do something; they wanted to do their duty, but what was it?

Robert graduated from high school and then informed his mother that he must enlist.

"It isn't as if I was a kid, mother. I'm bigger and stronger than many men. I just can't be a slacker. You see my point, don't you, mother?"

But mother didn't see his "point." She saw her son full of eagerness to do his duty as he conceived it, but *was* it his duty to go? Did he best serve his country and his flag in that way?

She decided to find out what he ought to do. If it was his duty to fight at once—well, she would do *her* duty and send him away with a smile on her lips, even if * * *.

"The Students' Army Training Corps!" The words stood out as if written in letters of gold. Mrs. Parsons folded the newspaper with trembling fingers and moved to the window and read the item. This is what she read:

* * * The experience of France and England has shown us the urgency of training our young men, of encouraging all who possibly can, even at a sacrifice, to attend college or university so as to provide a body of trained leaders and specialists who, both during and after the war, may efficiently meet the Nation's needs.

If we send all our young men to France we cripple our future, for the young men and women of to-day have to guide the destinies of our country in the strenuous fight for commercial development that will follow the war.

Moreover, the administration realizes the value of college-trained men for officers—more than 80 per cent of officers to-day are college men and the colleges can not graduate men quickly enough to meet the Government's demands for officers.

To make clear to the high-school graduates and those equally prepared what is their duty the War Department has created the Students' Army Training Corps. In a few words, this is what it means:

A student enlisted in the Students' Army Training Corps is in military service of the United States. Because he does not receive pay he is classed as on inactive service, but in a national emergency the President may call him at any time to active service. He is called to active service each summer when he attends camp for six weeks and receives the pay of a private.

His relation to the draft is as follows:

Any student so enlisted, though in the military service of the United States, is technically on inactive duty, and therefore must register after he has reached draft age and upon notice by the President. Upon stating in his questionnaire that he is already in the military service of the United States, he will be placed automatically by his local draft board in class 5-B, as provided by the Selective Service Regulations. The draft board

will not call him for induction so long as he remains a member of the Students' Army Training Corps.

Opportunity will be given for the enlisted student, who so elects, to transfer from Army to Navy, and vice versa, and to be assigned to active service in one of the various corps of the Army upon recommendation of the college president and the proper military authority.

Regular uniforms, including hats, shoes, and overcoats, will be furnished all members of the Students' Army Training Corps by the Government.

Should Congress lower the age of liability to immediate military service, men of the new ages *not already enlisted* may find difficulty in entering the service otherwise than through the draft boards. In view of this possibility, all men expecting to enlist at all in the Students' Army Training Corps will do well to enter promptly.

Mrs. Parsons read the news item carefully three times. As she was finishing it for the third time her husband came in. One glance told him that each had read the important news.

"But, my dear," Mrs. Parsons smiled sadly, "the money—things cost so much that we have little to spare."

"Cheer up, mother," her husband answered, "I saw Mr. Leighton. He asked me if I wanted to let Robert do his duty and go to college so as to fit himself to serve his country in the future. Of course I said 'Yes,' and he said: 'Then I'll gladly let him work in our office part time; you know we have a branch office near the university—he'll make enough to pay his way through if you'll help him just about as much as you do now.'"

When Robert was told of the plans for his future, he rebelled—it was the natural thing for a red-blooded American boy to do. He wanted to fight. "John's in the Army, isn't he? I want to kill Huns."

After a time, however, he saw that he served Uncle Sam better as a member of the Students' Army Training Corps than as a private in France.

Then a big thought occurred to him. As a college student he would be a soldier just as much as if he were fighting in France right now. He would wear Uncle Sam's uniform—fighting? Why, of course, he would be fighting as hard a fight as his brother in France, for John and he would both be doing the work that most helped their country. Besides, even if he enlisted in the Regular Army he could not expect to see actual fighting much sooner than through the S. A. T. R.

And so it was that Robert saw his duty, and did it.

Dick, the youngest, felt very blue. For once he forgot to tease his mother and for a whole week got into no mischief.

"Mother," said Mr. Parsons in a worried tone, "something's up. Dick is too good; something is wrong with the lad."

ILLITERACY BILL PENDING.

Provides Cooperation with the States in Abolishing Adult Illiteracy.

Having received unanimous indorsement of both education committees, the Smith-Bankhead bill authorizing the Commissioner of Education to cooperate with the States in abolishing illiteracy is pending in both Houses of Congress and will undoubtedly come up after the recess.

The bill in the Senate form is as follows:

A BILL To require the Commissioner of Education to devise methods and promote plans for the elimination of adult illiteracy in the United States and the District of Columbia, and for aiding the States in teaching English to aliens and naturalized citizens.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Commissioner of Education shall, under the direction of the Secretary of the Interior, cooperate with the educational authorities of the several States and in the District of Columbia in devising efficient and economic methods and promoting plans for teaching adult illiterates in the United States in aiding the several States and the District of Columbia in teaching English to aliens and naturalized citizens, to promote plans for the elimination of illiteracy, and the extension of education among the adult population, and the commissioner shall cooperate with State, county, district, and municipal education officers and others and those engaged in educational work in cantonments and camps in putting these plans into operation, and in carrying on the work night schools may be established and utilized: *Provided,* That any action taken by the Commissioner of Education to remove illiteracy among the enlisted men of the Army or Navy shall be undertaken only by the approval and direction of the Secretary of War or Secretary of the Navy, respectively.

SEC. 2. That for the purpose of carrying out the provisions of this act there is hereby appropriated, out of any money in the Treasury not otherwise appropriated, the sum of \$100,000 for the fiscal year ending June thirtieth, nineteen hundred and eighteen, to continue available until expended, and \$50,000 for each succeeding fiscal year until June thirtieth, nineteen hundred and twenty-one: *Provided,* That no part of the money herein appropriated shall be used to pay teachers or school officers in any State or Territory or in the District of Columbia for teaching or for conducting or supervising any school or schools: *Provided further,* That the Commissioner of Education shall not undertake to promote the teaching of adult illiterates in any State or Territory of the United States or in the District of Columbia by cooperation or otherwise without the written invitation or consent of the board of education or the chief school officer of such State, Territory, or District of Columbia.

There was, and a day or so later a very rebellious Dick stood manfully before his father and said:

"Father, I am going to work; I can get a job in the Hillside Mill and work on war supplies. I can't be a slacker; I've got to go and I'm going."

"So, Dick, that's the trouble, is it?"

"Yes, father."

"Well, Dick, if it's *best* for you to go, I'll not stand in the way, but promise me you won't do anything for a week or so that I can look into it."

Dick promised, and it was a long week of waiting for him. Before the week was out, however, Mr. Parsons asked Dick to go for a walk with him. Father and son set off together and after a few minutes Mr. Parsons said:

"Dick, who's the Secretary of War?"

"Secretary Baker, of course," Dick answered with surprise.

"I suppose he'd know as well as anybody what would help to win the war, wouldn't he?"

"Sure, he would."

"Well, Dick, Secretary Baker says the most useful thing a high-school boy can do is to finish his course." Dick was silent at this.

"Do you know who's the President, Dick?"

"Stop your fooling, father," Dick laughed.

"Well, President Wilson says: 'Both the present demands of the war emergency and the prospective demands of the necessary readjustments inevitable to follow emphasize the need of providing in full measure for the education of all the people.' That includes you, Dick, you know."

Again Dick made no reply.

"Who's the United States Commissioner of Education?"

"Mr. Claxton, isn't he?"

"Yes. He says: 'When the war is over there will be made upon us such demands for men and women of knowledge as have never before come to any country. There will be equal need for a much higher average of intelligence for citizenship than has ever been necessary until now. The world will have to be rebuilt, and American college men and women must assume a large part of the task.' * * * You can't be a college man until you graduate from high school."

Dick gave a little sigh. "I guess you're right, father. Say, but it's tough to have to stick in school though."

"Of course it is, Dick. You've got as hard a job as John or Robert, but I think my boy is man enough to tackle a hard job and *win out*. Besides, you can enlist into the Boys' Working Reserve part of the year and help feed the soldiers. How about it, Dick?"

The lad squared his shoulders. "Yes, father, I guess it's what I ought to do, so I'll stick to school and make Uncle Sam proud of me."

And so Dick saw his duty and did it. How about you? Are you a Robert, John, or Dick?

Whichever you are, do your bit as they did, and you will do the best thing for yourself and for your country. It is not always easy to do our duty, but American boys have grit enough to tackle a hard job and come out on top.

Now, it's up to you.

A COMMUNITY CENTER.*

What It Is and How to Organize It.

By HENRY E. JACKSON,

Special Agent in Community Organization, Bureau of Education.

I. WHAT A COMMUNITY CENTER IS.

The first and chief aim of the community-center movement is to deepen the content and broaden the scope of the term "education" and to extend the activities of the public schools so that they may evolve into people's universities. In every part of the country there is a manifest tendency for the public school to develop into a house of the people to be used by them for "mutual aid in self-development." This is the significant fact at the heart of the community-center movement and the touchstone of its value for the national welfare.

THE COMMUNITY CAPITOL.

"The Walls of Sparta are built of Spartans," sang an old poet. The walls of America likewise are built of Americans. The primary function of the public schools is to make, not merely good men and women, but good citizens for the Republic. From the standpoint of citizenship, therefore, every schoolhouse ought to be used as a polling place. This is the first logical step toward making it the community capitol, although it may not be the first step chronologically. This use of the schoolhouse would save every State many thousands of dollars each year. When the people already own these houses, conveniently distributed in every section of the country, why should public funds be wasted in rent for other buildings? But economy, while a sufficient, is not the chief reason for making the schoolhouse a polling place. The best reason is the ideal for which the ballot box stands. It is the symbol of citizenship in America. As such it deserves a worthy place. In the last presidential election, President Wilson voted in a fire-engine house in Princeton, and Candidate Hughes voted in a laundry in New York City. Hitherto any kind of a place has been considered fit for the highest act of citizenship.

THE COMMUNITY FORUM.

The community forum is the meeting of citizens in their schoolhouse for the courteous and orderly discussion of all questions which concern their common welfare. A community may begin with questions in which local interest is mani-

fest, such as good roads, or public health, or the method of raising and spending public funds, or methods of production and transportation of food products. A discussion of these questions will reveal at once the fact that they transcend local limits. A road is built to go somewhere, and it will relate one community to another. Local health conditions can not be maintained without considering other localities, for the causes of local disease frequently lie elsewhere.

A community pays part of the revenue raised by the county. The expenditure of these funds, therefore, is the affair of the local community. The same is true of the administration of State funds. The question of production and transportation is no longer regarded as a rural problem or a city problem, but a national problem. The reason why no community should live for itself is because none exists by itself. Every community is at the center of several concentric circles. The subjects of most value for discussion in a local form are those which connect it with county, State, and National interests. And herein lies the educational value of the forum.

Ours is a Government by public opinion. It is obvious that the public welfare requires that public opinion be informed and educated. The forum is an instrument fitted to meet the most urgent public need. It is organized not on the basis of agreement, but of difference. It aims not at uniformity, but unity. It would be a stupid and unprogressive world if all were forced to think alike. We are under no obligation to agree with each other, but as neighbors and as members of America it is our moral and patriotic duty to make the attempt to understand each other.

Public discussion renders a great variety of services to spiritual and social progress. It puts a premium on intelligence, liberates a community from useless customs, puts a check on hasty action, secures united approval for measures proposed, creates the spirit of tolerance, promotes cooperation, and best of all and hardest of all it equips citizens with the ability to differ in opinion without differing in feeling. This habit can be acquired only through practice. The forum furnishes the means for mutual understanding. It aims to create public-mindedness.

THE NEIGHBORHOOD CLUB.

The post office, corner store, and saloon are passing as social centers, but they must be replaced with something better if they are not to be replaced with something worse. For only he can destroy who can replace. The public school therefore stands before an open door of opportunity to become a neighborhood club, where the people can meet on terms which preserve their self-respect. Almost every individual lives in the center of several concentric circles. There is the little inner circle of his intellectual and spiritual comrades; then the larger circle of his friends; beyond that the still larger circle of those with whom the business of life brings him into contact; and the largest circle of all includes all members of the community as fellow citizens. There need be no conflict among these circles, no suggestion of inferiority or superiority. It is never to be forgotten that these circles are concentric.

The schoolhouse used as a neighborhood club renders therefore an invaluable public service. It seeks to create the neighborly spirit essential for concerted action. The means employed are various—games, folk dances, dramas, chorus singing—which require the subordination of self to cooperative effort; dinner parties, where the people break bread in celebration of their communion with each other as neighbors. These activities not only render a service to the individual by promoting his happiness and decreasing his loneliness; they discover in the community unsuspected abilities and unused resources. To set them to work not only develops the individual but enriches the community life.

THE HOME AND SCHOOL LEAGUE.

The free public school is at once the product and safeguard of democracy. The kind of public school, therefore, which a community has is an accurate index of its community consciousness and its estimate of democratic ideals. "The average farmer and rural teacher," says T. J. Coates, "think of the rural school as a little equipment where a little teacher at a little salary for a little while teaches little children little things." The object of the home and school department of the community center is to substitute the word "big" for the word "little" in the above statement, to magnify the work and function of the school, to make it worthy to occupy a larger place in the people's thought and affection. This is the work which home and school leagues are now doing. The community center in no wise interferes with their work. It is not a rival but an ally. Its plan is to give to and not take from the

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LABOR URGES EDUCATIONAL REORGANIZATION.

A. F. of L. Seeks National Educational System — Executive Council Instructed to Take Measures to Secure Department of Education—Complete Program Mapped Out at St. Paul Meeting.

Complete reorganization of all types of schools in the interests of all the people, vocational guidance, and industrial education in both urban and rural schools, establishment of systems of modern physical education—these are some of the things sought by the American Federation of Labor, which adopted a comprehensive program at the St. Paul meeting and instructed its executive council to "take measures to secure the creation of a Federal Department of Education headed by a Cabinet officer."

Labor Historically the Friend of Education.

Pointing out the important part played by labor in the establishment of free public schools in the United States, the Committee on Education maps out a program whereby diversified training will be offered boys and girls who can not go on to high schools and whereby other educational opportunities for all the people may be realized. The program is as follows:

1. The development of vocational guidance and industrial education in both urban and rural communities, in proper relation to each other and to the needs of our democracy.

2. The provision of increased facilities in public normal schools for men and women in the trades who desire to prepare themselves for teaching industrial and vocational subjects; and the expansion of both State and Federal educational facilities, so that we will be decreasingly dependent on private endowments in the educational field. In this connection we call your attention to the movement in one State to introduce into the State university in cooperation with the State Federation of Labor a course designed to prepare young men and women of labor for intelligent and effective leadership in the labor movement.

3. The insistence that in all courses of study, and particularly in industrial and vocational courses, the privileges and obligations of intelligent citizenship must be taught vigorously and effectively; and that at least in all vocational and industrial courses, an unemasculated industrial history must be taught, which shall include an accurate account of the organization of the workers and of the results thereof, and shall also include a summary of all legislation, both State and Federal, affecting the industries taught.

4. The provision of adequate facilities for the teaching of English to non-English speaking people, and the utilization for this purpose of the foreign language press.

5. The requirement that all our children shall be taught in the English language, in both public and private schools, a foreign language to be taught only as a subject in the curriculum.

6. The provision of ample play-ground facilities as a part of the public school system.

7. Continuous medical and dental inspection throughout the schools.

8. The organization and equipment of special classes for children who are sub-normal, either mentally or physically; and also special classes for children who are found capable of making more rapid progress than is possible in a standard school.

9. Better enforcement of Compulsory Educational Laws, and the universal establishment of a minimum school-leaving age of 16 years.

10. The establishment of complete systems of modern physical education.

11. The establishment of a Federal department of education, headed by a Cabinet officer.

12. The wider use of the school plant, securing increased returns to the community through additional civic, social, and educational services to both adults and children.

13. The extension of a free text-book system to the District of Columbia and such States and communities as have not adopted it.

14. The establishment of self-governing school and district councils of teaching for the purpose of utilizing the experience and initiative of the teaching body in the conduct of the schools, the recommendations of such councils to be made a matter of official public record.

15. The securing for teachers of tenure of position during efficiency. There should be no dismissals without full and fair hearings.

16. A thorough-going revision upward of teachers' salary schedules, to meet the increased cost of living, and the growing appreciation of the value to the community and the nation of the teachers' services.

17. The liberal, ungrudging reorganization and increase of school revenues on a war-emergency scale, as the only basis upon which to secure the expansion of our schools along these lines. England and France, with their resources strained by the past four years, and facing unprecedented immediate demands, are making huge increases in the appropriations for their schools. Surely the people who gave the world the conception of free, democratic education must not longer loiter behind.

The following resolutions, offered by Charles B. Stillman, of the American Federation of Teachers, were adopted:

DEPARTMENT OF EDUCATION.

WHEREAS, we now have no genuinely national educational system, but merely a collection of State systems, varying widely in standards and effectiveness; and

WHEREAS, the existing Bureau of Education under the Department of the Interior has been so starved financially that it has been unable to perform adequately even the very restricted functions permitted it; and

WAR AND THE SCHOOLS.

By KATHERINE M. COOK.

The newest call which our Government is making on its young men and women for patriotic service is expressed in the slogan "Enroll and enlist." Enlist, be a soldier; enroll and prepare under Government direction for higher service and more exacting demands than would be possible without an education.

Eager young men throughout the country, inspired with the desire to serve in the present crisis, at whatever sacrifice of their lives and their futures, have rushed to the recruiting offices since the first call for volunteers. The result of this devotion of our youth to the cause of Liberty is now apparent in the decreased enrollment of our institutions of higher education and the alarming shortage of qualified men for Government service in those auxiliary forces of the Army

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WHEREAS, war conditions are arousing the public to a consciousness of the need for a national educational policy to secure coordination among the States, and to promote national welfare, efficiency, and unity; and

WHEREAS, education is essential to our national life, and is so intimately connected with all matters of public policy that with labor and agriculture it should be directly represented in the deliberations of the President's Cabinet: Therefore be it

Resolved, that the President and executive council of the American Federation of Labor be instructed by this convention to take measures to secure the creation of a Federal Department of Education headed by a Cabinet officer.

FEDERAL AID FOR SALARIES.

Resolved, That the president and executive council of the American Federation of Labor be instructed by this convention to urge all State and local central bodies to take early measures to secure in their respective States and localities a thoroughgoing reorganization and increase of school revenues on a war-emergency scale, and a liberal revision upward of teachers' salary schedules to meet the increased cost of living and the growing appreciation of the value to the community and to the Nation of the teachers' service; and be it further

Resolved, That the president and executive council of the American Federation of Labor be instructed by this convention to initiate and support Federal legislation appropriating one hundred million dollars to be apportioned by a Federal department of education, if one is created, or that failing, by a Federal board upon which organized labor and education shall be represented, such fund to apply only to the payment of salaries of public-school teachers in a State (including teachers of physical education and of English to adults under public-school supervision), after such State shall have satisfied the Federal department or special board that adequate standards are to be maintained and shall have appropriated an equal amount.

A WAR PLATFORM FOR THE SCHOOLS.

N. E. A. Declaration Pledges Service for Teachers—Field Secretary Authorized—Federal War Agencies Commended—Health and Physical Training.

"The first great business of the Nation is the winning of the war," asserts the Declaration of Principles of the National Education Association, adopted at Pittsburgh:

At this fateful hour in the life of our Nation the association reaffirms its faith in the American common-school system as the only safe and sure foundation for a democracy either in peace or in war. It asserts its belief that the three-quarters of a century of free public instruction was the main factor in preparing our people for that quick and right understanding of the real meaning of this world conflict, and in making possible that hearty concord of thought and action which placed the material and human resources of the Republic on the side of righteousness, humanity, and civilization. With peculiar satisfaction the association points to the fact that 750,000 teachers and 22,000,000 pupils have supported loyally every plan and purpose of President Wilson and Congress in their masterful leadership in honorable warfare for a just cause and a decisive victory.

The whole platform is so significant of the spirit of the schools in the war that it is given herewith:

While this association believes that the war crisis has disclosed to the Nation, as no other event has, the strength and worth of the American school system, it does not fail to recognize that the emergencies and demands of war have laid bare certain weaknesses and shortcomings in the scope and character of public education that now call for readjustment and reorganization.

ASSOCIATION COMMENDS COMMISSION.

The association commends its Commission on the National Emergency in Education for the broad and comprehensive study of these needed readjustments.

AMERICANIZING THE ADULT POPULATION.

The high percentage of adult illiteracy and the lack of understanding of the real meaning of our Nation and the principles of its government, constitute a menace to national unity and national safety. This association therefore recommends that the Government shall share with the States the responsibility of providing the funds, the organization, the administration, and the supervision necessary for Americanizing and making literate the adult population of the entire country.

A NATIONAL POLICY OF ENCOURAGEMENT.

The most alarming shortcoming in our system disclosed by the war is the unequal educational opportunities offered by the different States to the children of school age within those States. As long as a single State in the Union fails to provide its youth with the means of attaining certain minimum, nation-wide standards of health, intelligence, citizenship, and character, our national life and unity are endangered. This association, therefore, urges that the Government shall immediately adopt the policy of encouraging all the States to establish uniform, minimum standards of health service, training for citizenship, and prepara-

tion and compensation of teachers, through financial aid distributed to the States enforcing these standards, the amount of which any State is entitled to be determined on a simple basis. Nothing in this national policy of encouragement to the several States shall be permitted in any way to weaken the local responsibility or initiative or to subtract from the power of the State to organize, administer, and supervise the schools of that State.

ASSOCIATION AUTHORIZES FIELD SECRETARY.

The association commands the thorough study made by the committee on salaries, tenure, and pensions, and recommends its report for the careful consideration and use of teachers, school boards, taxpayers, and lawmakers. In order to collect full information concerning the present state of public education, to enlighten public opinion, and to aid in securing appropriate local, State, and national school support, the association authorizes the executive committee to secure the full time, for a term of not less than three years, of an educator of recognized ability and experience, and to provide for the organization, correspondence, travel, publication, and other expenses of his office a total sum, including salaries, of at least \$10,000 a year.

INSURE TEACHERS LIVING AND SAVING WAGE.

To the end that schools may be kept open and that the children of the Republic may have competent teachers, we declare it to be the patriotic duty of taxpayers and lawmakers to provide sufficient revenues to insure a living and a saving wage to the teachers of the country.

FEDERAL CHILD-LABOR LAW.

The association urges the immediate enactment by Congress of a Federal child-labor law which will not only meet the objection found by the Supreme Court in the one declared unconstitutional, but which will extend protection to a greater number of the children of the United States.

SOCIALIZED SCHOOLS FOR EFFICIENT DEMOCRACY.

The schools of a modern, efficient democracy must necessarily be socialized schools. They must train for the whole life of all the people. To achieve this result, the association recommends that larger opportunities be provided for activity which will develop initiative and resourcefulness of children, thus fitting them to meet the demands of our democracy.

COLLEGE MILITARY UNITS APPROVED.

This association approves heartily the action of President Wilson and the Secretary of War in offering a plan whereby young men above 18 years of age may enlist in the Army and continue their college courses in such institutions as have at least 100 students ready and eligible to form a military unit.

WOMEN TO TRAIN GIRLS FOR CIVIC AND SOCIAL LIFE.

The present emergency demands the careful consideration of the problem of

training the girls of America for efficient and intelligent participation in the civic and social life of our local communities, of the State, and of the Nation. The association urges, therefore, that in city, county, and State school systems women with skill in leadership be placed in charge of that part of our school work which has the direct responsibility of training the women of to-morrow to assume the new obligations of civic and social life.

TRAINING FOR CITIZENSHIP DEMANDED.

The association demands the teaching of patriotism by every teacher from the kindergarten to the university, and the employment of only those teachers who are loyal to our national ideals. It urges that all teachers as soldiers of the common good take the oath of allegiance. The association further demands that all instruction in the schools of the Nation be conducted in the English language.

COMMITTEE ON PUBLIC INFORMATION.

The association commends the action of President Wilson in making the publicity of the best work of our public schools a part of the work of the Committee on Public Information, and expresses its appreciation of the President's support of the movement to mobilize the boys and girls of America for food production.

COMMENDS JUNIOR RED CROSS.

The association particularly commends the patriotic service of the Junior Red Cross with the understanding that it conform to the standards, motives, and aims of the American Red Cross.

EDUCATION OF ENLISTED MEN.

The association favors the making of liberal provisions by both State and Nation for the giving of special assistance, opportunity, and encouragement to the men in the service of the country to obtain the advantages of education that were omitted by the necessity of the great crisis.

STATES URGED TO ADOPT PROHIBITION AMENDMENT.

The association urges the adoption by the States of the amendment for the prohibition of the sale and manufacture of intoxicating beverages.

SUFFRAGE AMENDMENT APPROVED.

The association favors the granting of the ballot to the womanhood of America, and urges the Senate of the United States to pass at the present session the separate suffrage amendment to our Federal Constitution.

FAVORS ESTABLISHMENT OF A NATIONAL UNIVERSITY.

The association favors the establishment of a national university, the creation of a national department of education under the direction of a secretary of education, and the protection of teachers in all departments of education from unwarranted dismissal by employing bodies.

FOOD ADMINISTRATION TO PREPARE CONSERVATION PROGRAM.

The association recommends that the United States Food Administration prepare in a form suitable for use in elementary schools, and particularly in the upper grades, lessons and materials supplementary to existing courses, which will promote the program of food conservation. It is further recommended that the

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COMMENDS UNITED STATES BOYS' WORKING RESERVE.

Pennsylvania School Official One of Those Who See Possibilities of the Movement.

"Of all the great war-winning agencies, the United States Boys' Working Reserve is the very best friend the schools of the Nation have," said Dr. J. George Becht, secretary Pennsylvania Board of Education, "because when the high-school boy returns from his Reserve occupation he finds the schoolroom door wide open before him."

Everywhere Reserve officials are putting forth earnest efforts to reduce the growing school mortality. The young men of Reserve age constitute the most important body of untapped labor in this country. A quarter of a million have enrolled in the Reserve and have gone out from city and town to assist in the production and harvesting of food. With the cease of the harvest season they will return to the cities as schools are opening. Many thousands of these boys will meet the temptation of high wages in industry and the pinch of higher cost of living. The desire to earn will cause many to imagine that the best service they can give to the war-winning drive can be found in essential industry.

The Boys' Working Reserve endeavors to lend its aid in every possible way to the schools in their endeavor to show these boys the great future need of educated men and to direct them back to their books.

But the great responsibility rests with the teachers, particularly the high-school teachers. It is one of the great patriotic duties facing them. Any teacher who fails to see personally these young soldiers of the soil who may be inclined to drift from his classes and fails to use his influence to bring them back into the school will be neglectful of a very definite patriotic duty.

A million high-school boys will be needed on the farms of the land next year whether the war lasts another year or not. Two million and more educated young men will be desperately needed in many callings in the reconstruction years just ahead of us.

HEALTH SUPERVISION PLAN IN FLORIDA.

The Florida State Board of Health, through its scientific secretary, Dr. Hiram Byrd, has begun a method of health supervision of school children that promises to

A WAR PLATFORM FOR THE SCHOOLS.

(Continued from page 10.)

Food Administration call to its assistance representative school authorities familiar with the capacities of children of the different grades, to constitute an advisory council for the Food Administration in the preparation of material designed for school use.

HEALTH AND PHYSICAL TRAINING.

Realizing that good health and a good physique constitute the foundation for all life-work, physical, mental, and spiritual, the association urges that boards of education make health and physical training a major subject, with equal rating with all other school subjects, and that adequate facilities, including teachers, playfield, and apparatus, be provided; and further, that care be exercised to secure those teachers best adapted to the training of boys and girls.

The association instructs the Commission on the Emergency in Education and such other committees as may have under consideration the problems of health and physical education to inquire concerning the work that is now being done and the methods which may have proved most acceptable in the field of sex education.

DUAL SYSTEM OF SCHOOLS CONDEMNED.

The association favors amending the Smith-Hughes Act to prevent the possibility of establishing a dual system of schools in any State.

CONSCRIPTION FOR SELECTIVE SERVICE.

In the emergency that now exists, the association urges that all the manhood and womanhood of the United States be conscripted for selective service.

N. E. A. OFFICERS COMMENDED.

The members of the association commend the present administration of the National Education Association for the excellent program presented, and for the constructive character of the work which the association is doing.

PATRIOTIC SPIRIT OF CONGRESS.

The association wishes to express its appreciation of the National Congress for the patriotic spirit shown in the hour of crisis in its subordination of partisanship to statesmanship in national legislation.

ENTIRE CONFIDENCE IN PRESIDENT.

Realizing the tremendous task suddenly imposed upon our Government in changing from the pursuits of peace to those of war, and appreciating the marvelous achievements in creating an Army, in mobilizing all the economic forces of the Nation, and especially in transporting an immense army across an ocean beset by unusual dangers, while supplying our allies with food and war material, the association expresses its confidence in the national administration, and especially its confidence in the ability, clearness of vision, and leadership of the Commander in Chief of our Army and Navy, President Woodrow Wilson.

lead to important developments. A county social-service director, trained and supervised by Dr. Byrd, is the efficient agent in carrying on the work.

A HEALTH PROGRAM FOR HIGH SCHOOL STUDENTS.

Physical Education in the Present Emergency — Classification the Key to Procedure—"No High School Boy in Class II."

By W. S. SMALL, Specialist in School Hygiene, Bureau of Education.

There are in the United States approximately 5,000,000 boys of high-school age. Of these there were enrolled in secondary schools in 1916, 750,000—approximately 15 per cent. These are the selected youth of the Nation, selected either by intellectual capacity or by economic opportunity. These boys of high-school age will play an active and vital part in the war; on the battlefield, on the seas, in munition works, in ship yards, in scientific research; in all military, semimilitary, industrial and civil services.

Unfortunately the high school teaches only a small part of the selected. It is a service and a duty of the highest patriotic import that confronts our high schools; to develop to its full capacity this potential man power. The high school that does less is an institutional hamlet. We need only to take seriously the findings of our own Commission on the Reorganization of Secondary Education and of the subcommittee thereof on physical education. The commission declares that health is the first aim of secondary education; the report of the subcommittee on physical education outlines in general terms a program for the realization of that aim. That program calls for:

- I. A careful health examination.
- II. A healthful environment in home and school.
- III. Instruction in health problems.
- IV. Physical activity, specifying minimum requirements.
- V. School credit.

It is thus no new thing that is proposed.

THE FOUR CLASSES.

Under the Revised Selective Service Regulation for Physical Examination of the Provost Marshal General there are four classes; those who are free from defects and are therefore fit for immediate training for general service; those with remediable defects who may be made fit by corrective measures; those with nonremediable defects who, however, are capable of limited service; those who are totally unfit.

This classification naturally suggests a method of procedure in the high schools in the present emergency.

I. A thorough medico-physical examination of all high-school boys and classifi-

cation, approximating the draft classification. This must be done with intelligence, discretion, and sympathy—in such a way as to encourage, not to discourage, those who are found to have defects. The greatest kindness and the greatest service that could be rendered a boy handicapped by defect would be to reveal to him the nature of the defect, the limitations the defect imposes upon him, and the method of overcoming or obviating the defect. This will preserve self-respect and stimulate ambition.

In schools with a well-developed system of physical education this will involve little that is new. In schools which heretofore have neglected this first principle of physical education it will be wise to begin with the senior class. The seniors have but one year in which to recover lost ground.

II. There should be no high-school graduates in Class II. Corrective and remedial measures should be carefully prescribed. Whatever treatment is required should be insisted upon, and the elimination of the defect or progress toward the elimination of the defect should be an absolute condition to graduation. Some will require surgical treatment, some medical treatment; a great many more will require corrective exercises and practice of hygienic habits. The opportunity for the expert and resourceful teacher of physical training is very great.

Some will dissent from this drastic resort to compulsion. Yet we require students to remedy defects in their written English as a condition to graduation—not to mention algebra, Latin, and various other formal requirements. Why not a sound and educated body as a condition of graduation? The curse of compulsion, however, can be alleviated by putting the matter upon an honor and contest basis. Emulation and credit for achievement will avail much for the development of a physical conscience.

III. For students of Class I, those free from defect, there is required an intensive and varied program of physical training under discipline to develop strength, endurance, muscular skill, alertness, cooperation under leadership, and the other physical and social qualities essential alike in military or civil pursuits. No boy of this class should receive a diploma who has not received and profited by such training to the end that the waste of time now incident to conditioning soldiers may be reduced to a minimum and to the end that high school graduates who go into civil pursuits may be capable of rendering maximum service.

This will require time. Two hours a day is the minimum—one hour for disciplinary exercises under strict plan and

direction; one for recreational exercise, giving free play to individual preference.

The repertory will include at least:

Setting up exercises for loosening up and discipline.

Athletic games—individual, group, and representative.

Defense games, boxing and wrestling. Swimming wherever possible.

In addition, physical labor outside of school may be included as a substitute for part of the exercise. This will require analysis of the character of the muscular processes involved in the work and its proper evolution in terms of physical development.

Athletics.

Above all, athletics must be utilized and extended as a part of the training of every boy. The testimony of the commanding officers of the training camps is uniform as to the value of athletics as preparatory military training—not the virtuoso athletics which has flourished in our schools and colleges, largely because athletics in the early days was regarded as an illegitimate scion of education, but the mass or socialized athletics that reach all students. "I have observed," says one, "that athletes assimilate discipline quicker than any other class of men. Their experience in athletics has taught them the necessity for discipline and teamwork." Another, "the man who has indulged in any form of athletics, especially competitive athletics, has acquired the spirit which, though he be tired out and practically all in, will enable him to call on himself in battle for that last effort whereby he has won boxing matches, baseball games, and foot races."

One of the tragedies of American education is the failure, in any large and general way, to understand and capitalize this rich resource of physical and moral education.

But what of the girls? Are they not to be thought of in this emergency? My answer is that everything I have asked for the boys I ask for the girls. Racially, the educated vigor of woman is more important than that of man.

Is such a program an iridescent dream? That depends largely upon the high-school teachers. If we cling pathetically to the little old gods—the academic fetiches—we have worshiped so devoutly, progress will be slow indeed. If we are able to free ourselves from the subconscious legacy of the ascetic and scholastic habit of thought and look with level eyes upon this great opportunity we can accomplish much. The public mind is awake and sensitive. It needs but directing vision to make it act.

A KINDERGARTEN UNIT IN FRANCE.

Children Who Have Forgotten How to Laugh—What Miss Curtis and Miss Orr Found—"Friends of the Children of the World."

Kindergartners of America have raised more than \$35,000 to pay the expenses of equipping and sending kindergarten teachers to France to help refugee children develop as normally as possible under the conditions that prevail. The picture drawn by two American kindergartners who have returned from the war region has thrilled their fellow workers.

The Children at Evian-les-bains.

Americans are doing war work, and doing it strenuously, but while working they know that their homes are safe and that their children are laughing and playing with the joyful abandon of healthy childhood. At Evian-les-bains, on the French border, the tale is different. There day by day the Germans are sending back to France the captured French civilians who are of no further use to them. Hundreds of children come in on those trains each day who have been so scared by the fearful blast of war that they neither cry nor complain, and who have forgotten how to play and laugh. Picture that tragic, daily procession of children with buglers at the front to keep the weary feet from wandering in the wrong direction! Picture the misery on the faces of those hundreds of undernourished children who have been through all the terrors of warfare and are being passed from group to group of strange people with strange ways! These children need physical care; like American children, they will not grow to well-balanced manhood and womanhood if the power of developing, self-active, creative, joyful play is not restored to them.

A Commission on the Conservation of Children.

Miss Fannelle Curtis, director of the kindergartens in New York City, and Miss Mary Orr, a member of the New York school board, were sent to France and England last September as members of a commission from the Citizens' Committee for the Conservation of the Children of America During the War to study the effect of war upon children. At Paris they visited the colonies of refugee children of the Franco-American committee for the protection of the children of the frontier, and Miss Wharton's work with the children of Flanders. They traveled through the war zone and to Evian-les-bains, where the French are

repatriating the thousands of people the Germans are sending in from their prison camps.

Everywhere the commission found children whose terrible experiences had left them dazed and benumbed. These children, who have been through the horrors of bombardment and gas (at Toules alone 350 children between 1 and 8 years of age were gassed), are the children of the home-loving French peasant who clings to his home until the last possible moment. In the horror of trying to escape the German advance many children saw their parents killed while others were lost in the mad rush and could find neither kith nor kin.

At Evian-les-bains the commission found children who were being sent back from German prison camps where they had been taken with the entire civil population. The trains brought in 800 children a day who had been through horrors untold.

Everywhere these children were undernourished; everywhere they were dazed, not laughing nor crying, possessed by the eternal cry of "Hush, the Boches are near!" and the nights of darkness and terror, lost among strange faces. They have been torn by the roots from all that is loved and understood and plunged into an inconceivable inferno. If their minds are to react from this state of frightfulness, if their sanity is to be saved, they must not only have food and physical care, but they must have nurture for their souls as well.

The commission was most enthusiastic about the wonderful work already being accomplished for these children by Dr. William Palmer Lucas, chief of the Children's Bureau of the American Red Cross in France.

Miss Curtis and Miss Orr have come back filled with the conviction that trained kindergartners are needed to enlist for the work of mothering these children and giving back to them some of the joys of normal childhood.

Friends of the Children.

In a letter to the Friends of the Children of the World Miss Curtis says:

The country that does not suffer from invasion can never know the supreme sacrifice of war.

We have infinite resources in America to keep our Nation's children safe and secure and that duty we shall never forget. The very safety of our children here leads us to present to you the story of the accumulated misery of the little children of France and Belgium. They have been in gassed regions, they have been lost on the fields of Flanders, they have fled from their burning villages, they have been actual prisoners with the civilian population back of the enemies' lines.

I have seen these child refugees coming in at Evian-les-Bains in France at the

rate of 500 a day. It is a tragedy that has no parallel in the world's history. These children are being placed in colonies, in chateaux, in convents, in convalescent hospitals, until victory with honor is won. They need songs and stories and the joys of childhood restored, and more than all, they need mothering.

Every foreign mail brings more pitiful stories. It is childhood's darkest hour.

To help meet this need of the children the kindergarten unit has been formed for service in France. Miss Curtis and Miss Orr are the directors of the unit, Mr. H. B. Mitchell, 189 Montague Street, Brooklyn, N. Y., is the financial advisor and auditor, and Miss Marjory Halstead is the secretary-treasurer. Already several kindergartners have been sent to France, and others will follow as fast as money can be raised for that purpose. It has been estimated that it will take from \$1,500 to \$2,500 to equip with kindergarten material and support one kindergarten in France for a year.

Requirements.

All kindergartners who go to France with the Kindergarten Unit must fulfill the following requirements:

The candidate should be—

- (1) Over 25 years of age.
- (2) Graduate of a kindergarten training school.
- (3) Recommended by kindergarten training teacher.
- (4) Have fluent conversational French.
- (5) No one can be accepted for the unit who has relatives in military service in France or here. (This is a Government regulation; it has, however, recently been modified.)
- (6) All expenses of the members of the unit, including outfit, are paid unless applicant can assume all or part of such expenses.
- (7) Candidates accepted must sign for a year's service.
- (8) No salary is offered.

The kindergarten unit is working under the auspices of the Citizens' Committee for the Conservation of the Children of America During the War, in affiliation with the American branch of the International Kindergarten Union and with the Children's Bureau of the American Red Cross in Paris.

All applications for service with the unit should be made to Miss Fanniebell Curtis, director of the kindergarten unit for France, 200 Hicks Street, Brooklyn, N. Y., and all contributions for the support of the unit should be sent to Miss Marjory Halstead, secretary-treasurer for the kindergarten unit fund, 50 Van Buren Street, Brooklyn, N. Y., or Miss May Murray, treasurer of the International Kindergarten Union, 40 High Street, Springfield, Mass.

THE BUREAU OF EDUCATION AND THE EDUCATIONAL SURVEY MOVEMENT.

The function of the Bureau of Education as it affects the educational survey movement is reviewed by S. P. Capen, specialist in higher education of the bureau, in Higher Education Circular No. 11, just issued.

Dr. Capen discusses the aims of the bureau in its survey work, pointing out the various reasons why the bureau has been called upon for educational surveys and why it has felt justified in attempting to meet a few of the demands that have been made upon it for educational survey service. He points out that the bureau has especially emphasized questions of organization in those States where it has been called upon to make surveys. He says:

It has steadfastly upheld principles of efficiency, organization, and control; appointive, nonpartisan, long-term boards; the removal of educational institutions from the baneful influence of politics; the location of power and responsibility in the hands of expert executive officers; the limitation of areas of supervision, etc. These are simple and self-evident postulates, perhaps, but experience shows that they come with a shock of novelty to many communities.

Better support of public education is one of the things Dr. Capen sees as a result of the bureau's surveys. "Since it has not thus far been our lot to survey the most liberal Commonwealth," says Dr. Capen, "It has been possible to bring the blush of shame to even the most hardened legislator's cheek by demonstrating the relative niggardliness of his State in its provisions for public institutions. The bureau has tried to show that education is an investment and that the more a community lays out the more it may expect to get back."

NEW GARDEN ARMY PLANS.

The War Garden Army of the Bureau of Education is now revising its system of administration whereby there will be for the entire country four assistant regional directors under the supervision of each of the present five regional directors.

Beginning September 1 the service flag of the Garden Army, reproduced elsewhere in this issue, may be had free of charge by any enlisted soldier in the Garden Army. The flag is white on a red background with the School Garden Army insignia in blue.

Remember! the men in our Army and Navy do not expect luxuries. Should we at home expect them? Buy necessities and war-savings stamps.

FOREIGN NOTES

War Time Education Glimpses From Overseas

A BELGIAN SOLDIER UNIVERSITY.

The Belgians have established a university at the front, with nearly 200 students, and courses leading to degrees in philosophy and literature.

PARENT-TEACHER MOVEMENT IN FRANCE.

Close cooperation between parents and teachers is being urged in France as a national necessity. The need for a more extensive education in agriculture, especially in rural districts, has been brought to light in recent years, particularly since the beginning of the war. It is felt that the spread of proper schools could be greatly facilitated by the parents, according to a writer in *Ecole et Vie*. Accordingly, the effort has been made to interest parents in the work of the agricultural schools in their districts, with a view to ascertaining whether the schools meet properly the community needs.

STUDENTS FROM SIAM.

A group of some 15 students sailed from Siam late last year for the United States, intending to enter American educational institutions, according to the State Department, with a view to qualify in the professions of law, medicine, and civil engineering.

Vice Consul Hansen points out that a number of Siamese students who have already graduated from American colleges and engineering schools are now employed by their own Government on important public works, and that among students who came to the United States last year were four holders of King's scholarships, who will be educated at the expense of the Siamese Government.

JAPANESE INSTRUCTION IN AUSTRALIA.

"Instruction in the Japanese language in the university and high schools of New South Wales is now on the same basis as instruction in German and French," writes Consul General J. Brittain, at Sydney. "High-school pupils who desire to take a course in Japanese, and afterwards pursue the study at the university with a view to taking a degree, must study the language for four years at the high schools and three years at the university. As many high-school pupils as desire may take a course in Japanese.

"There is also a large class of about 75 drawn from business circles and other walks of life now studying the Japanese language at the university. The language is also being taught at the military school.

"The increased trade between Japan and Australia has caused the average business man to realize that he must have a knowledge of the Japanese language in order to carry on commerce more successfully with that country."

A NEW TEXTILE COURSE AT LEEDS.

A special diploma course for the training of merchants in the woolen and worsted industry has been introduced at Leeds University, Leeds, England, according to a report received from Consul Percival Gassett under date of July 11. The course includes work in textiles, economics, and languages.

It is proposed to use the fine equipment of the clothworkers' department of the university in giving the student knowledge of the materials, whether wools, tops, yarns, or fabrics, with which he is to deal, in order that he may learn intelligently the best means of producing goods to meet the requirements of each particular market.

As for economics, it is intended to include not only economic geography, but also industrial history and accountancy with, if possible, lectures by leaders of the industry dealing with the special features of the larger commercial life.

The language training will be so designed that while the literature of the various countries will not be overlooked, opportunity will be given for acquiring technical knowledge of the languages essential to particular industries.

The following is the plan as approved by the university council:

First year: Textiles, economic geography, a modern foreign language, and accountancy (prescribed subjects); and one of the following subjects: A second modern language, mathematics, European history, and industrial history.

Second year: Textiles, economics, two modern foreign languages, and accountancy.

Third year: To be spent at some colonial or foreign university or institution of university rank.

HONORARY DEGREES IN GERMANY.

Recent German periodicals are complaining that the higher university degrees heretofore reserved for scientific

achievement are bestowed upon wealthy individuals in return for money contributions. The *Frankfurter Zeitung* for March 13 quotes approvingly an editor of a German medical weekly, who says:

I well recognize that by a million-mark grant scientific research can be furthered to a great extent. If, therefore, the establishment of the Institute for the Study of Brains in Munich was made possible only by means of an endowment fund, one might become reconciled to the fact that the donor was vested with an honorary doctorate. But the faculties should confine themselves to such exceptional cases only. Should this not be the case, and should the distinction be granted on the ground of a mere donation, as has occurred in some instances, then we pave the way for the squandering of the high honor, nowadays, especially. It is, for instance, quite probable that the war profiteers will be induced to invest a part of their profits in an honorary doctor's degree, instead of in painting or jewelry.

The academic callings will have to guard against the war-degrading influences called forth by the shifting of all walks of society. Let no one point to the example of foreign countries, least of all to America. Great danger lurks in the fact that even in the university, this stronghold of German idealism, the Americanism of a lower grade makes itself felt, and that venturesomeness and money pride need no more halt before its doors. Fortunately the German universities do not have to procure means for their existence in the same way the American or the English do, as the maintenance of the universities belongs, as yet, to the chief cultural obligations of the State. I admit that the means of the State do not always flow abundantly and that an increase by private donations is bearable or even desirable. As a recompense, however, it should be found sufficient to name such grants, if, as stated above, they do not reach an extraordinary magnitude, after the donor, or to bestow upon him a state title, a badge, or something similar.

EDUCATION FOR AMERICANIZATION.

The very thing that is essential to be done now is that we shall put into the hands of every man born in this country, or not born in this country, who is here to-day, the tools by which he can open the archives of Americanism; by which he can know what the President writes; by which he can know what other nations do; by which he is not bound and fettered by the language that he originally speaks, but by which he can have opened to him all the opportunities of our great newspapers, of our state papers, and of all those means by which enlightenment comes to man. Liberty enlightening the world! We are the bearers of that torch. It must be a human torch, lighting the path down which will come a finer civilization. It must be a torch for the curing of the nations. It must be a light that will be broad and not narrow, catholic and not insolent, sympathetic, human, essentially divine.—*Franklin K. Lane.*

A COMMUNITY CENTER.

(Continued from page 8.)

Home and School League. Indeed, it is probable that the Home and School League quite generally may become the parent organization out of which will be born the community center. This is the natural and logical thing to happen, and in many places it is the process of development now in operation.

THE COOPERATIVE EXCHANGE.

The fundamental aim of the community-center movement is to secure cooperation for the common welfare. But if cooperation is to be anything more than a beautiful dream, there must be cooperation about something. It must not only be good, but be good for something. When the spirit of cooperation has been created it must have an outlet in action, for to stir up the emotions and give them no outlet is mere sentimentality and is dangerous to moral health.

This principle is at once the reason and impulse back of the cooperative enterprises now carried on in schools. They assume a great variety of forms. Sometimes it is a cooperative creamery and cheese factory, which in some rural sections has meant new hope and larger resources, not only for the school, but also for the homes of the community. Sometimes it is a farmers' club for the purchase of farm supplies. It may be a canning club in which the women meet in the school to preserve fruits and vegetables and sell them at cost, in order to raise funds for community uses or for the national Red Cross. It may be a housekeepers' alliance, in which the women meet to exchange ideas as to the best methods of buying and preparing foods. In one community center the people have agreed to get their milk from one source and to pay for it in advance, in order to eliminate the wastes in distribution and receive the benefit of the money thus saved. For the successful handling of farm products it is essential that they be standardized both in form and quality. For this purpose it would be well to use a trade-mark or label, which would be of psychological value in suggesting teamwork, and also be a guarantee of quality.

All of these activities are now in the process of being grouped together under a buying club, or cooperative exchange, for the organization of which there is a rapidly growing demand. The State of North Carolina has already passed a law authorizing communities to organize them in schoolhouses.

II. HOW TO ORGANIZE A COMMUNITY CENTER.

MEMBERSHIP.

The first step in organization is to define the boundaries of the community. These ought to be determined along na-

tural lines, such as the territory from which the children in the school are drawn, or a district in which the people come together for other reasons than the fact that an artificial line is drawn around them. It ought not to be too large.

Being a little democracy, all adult citizens, both men and women, living in the prescribed territory are members of it. It must be comprehensive if the public schoolhouse is to be used as its capitol. It must be nonpartisan, nonsectarian, and nonexclusive. You do not become a member of a community by joining. You are a member by virtue of your citizenship and residence in the district. Everywhere else men and women are divided into groups and classes on the ground of their personal taste or occupation. In a community center they meet as "folks" on the ground of their common citizenship and their common human needs. This is the distinguishing mark of the community center.

THE COMMUNITY SECRETARY.

Nothing runs itself unless it is running down hill. If community work is to be done somebody has to be the doer of it. The growing realization of this fact has led to the creation of a new profession. The term applied to this profession is "community secretary," "a cooper of secrets," a servant of the whole community. This community executive should be elected by ballot in a public election held in the schoolhouse and supported out of public funds. There are now four such publicly elected and publicly supported community secretaries in Washington, D. C., and eight more such offices are in the process of being created. It seems certain that it is destined to be one of the most honored and useful of all public offices.

The qualifications for this office are manifestly large and its duties complex and exacting. The ablest person to be found is none too able. The function of the secretary is nothing less than to organize and to keep organized all the community activities herein described; to assist the people to learn the science and to practice the art of living together; and to show them how they may put into effective operation the spirit and method of cooperation. Who is equal to a task like this? In addition to intellectual power and a large store of general information, one must be equipped with many more qualities equally important. The seven cardinal virtues of a community secretary are: Patience, unselfishness, a sense of humor, a balanced judgment, the ability to differ in opinion without differing in feeling, respect for the personality of other people, and faith in the good in-

tentions of the average man. Where possible, the community secretary ought to be the principal of the school. But where the principal can not be released from his other duties sufficiently to undertake the work the secretary ought to be a person who is agreeable to the principal, in order to insure concerted action. In thousands of villages and open-country communities the teacher's work lasts for only part of the year and the compensation is shamefully inadequate. This is a great economic waste as well as an injury to children. If these teachers were made community secretaries, were given an all-year-round job, and were compensated for the additional work by a living wage, it would mean a better type of teacher and a better type of school. The bigger task would not only demand the bigger person, but the task itself would create them. Moreover, when the teacher's activities become linked up with life processes the community will be the more willing to support the office adequately. It seems clear that the office of community secretary is the key to a worthier support of the school. It will magnify the function of teaching, give a new civic status to the teacher, and make more apparent the patriotic and constructive service which the school renders the Nation.

THE BOARD OF DIRECTORS.

However able a community secretary may be no one alone is able enough for the constructive kind of work which the community center requires. Since it is a cooperative enterprise, it is necessary that it be democratically organized. The next step in its organization, therefore, should be to provide the secretary with a cabinet. It may be called a board of directors, or a community council, or an executive committee. These names suggest its various functions. Its first function is to give counsel and advice to the community secretary, to act as a little forum for discussion, out of which may develop wise methods of procedure. Its next function is to share with the secretary the responsibility for the work, the burden of which is too heavy to be borne by anyone alone. But the cabinet is not a legislative body alone, to determine what is to be done, but also an executive body as well. It is not only an executive body, to carry out the general plans of the association, but also a body of directors to plan and conduct special kinds of activities. In every community there are men and women who have the ability and leisure to render public service. As directors they would have a recognized position and channel through which they can more effectively render such service.

(Continued on page 17.)

EUROPE'S EDUCATIONAL MESSAGE TO AMERICA.

Every public officer intrusted with the support of public schools should know that Europe's lesson to the United States as a result of the war is *to keep the schools going*; to make education during and after the war better and more effective than it has ever been. There are before us now just two matters of supreme importance: To win the war for freedom, democracy, and peace, and to fit our schools and our children for life and citizenship in the new era which the war is bringing in.

P. P. CLAXTON,
Commissioner.

FRANCE.

"Do not let the needs of the hour, however demanding, or its burdens, however heavy, or its perils, however threatening, or its sorrows, however heartbreaking, make you unmindful of the defense of to-morrow, of those disciplines through which the individual may have freedom, through which an efficient democracy is possible, through which the institutions of civilization can be perpetuated and strengthened. Conserve, endure taxation and privation, suffer and sacrifice, to assure to those whom you have brought into the world that it shall be not only a safe but a happy place for them."—*France's message, reported by John H. Finley, Commissioner of Education of New York State, in his Report on French Schools in War Time.*

ENGLAND.

"At the beginning of the war, when first the shortage of labor became apparent, a raid was made upon the schools, a great raid, a successful raid, a raid started by a large body of unreflecting opinion. The result of that raid upon the schools has been that hundreds of thousands of children in this country have been prematurely withdrawn from school, and have suffered an irreparable damage, a damage which it will be quite impossible for us hereafter adequately to repair. That is a very grave and distressing symptom."—*H. A. L. Fisher, President of the English Board of Education.*

"Any inquiry into education at the present juncture is big with issues of national fate. In the great work of reconstruction which lies ahead there are aims to be set before us which will try, no less searchingly than war itself, the temper and enduring qualities of our race; and in the realization of each and all of these education, with its stimulus and discipline, must be our stand-by. We have to perfect the civilization for which our men have shed their blood and our women their tears; to establish new standards of value in our judgment of what makes life worth living; more wholesome and more restrained ideals of behavior and recreation; finer traditions of cooperation and kindly fellowship between class and class and between man and man. These are tasks for a nation of trained character and robust physique, a nation alert to the things of the spirit, reverential of knowledge, reverential of its teachers, and generous in its estimate of what the production and maintenance of good teachers inevitably cost."—*Report of the English committee on juvenile education in relation to employment after the war.*

FOR MAYORS, ALDERMEN, SCHOOL BOARD MEMBERS, AND OTHER PUBLIC OFFICIALS.

Copies of this poster, in paper or cardboard, may be secured without cost from the Bureau of Education, Washington, D. C.

A COMMUNITY CENTER.

(Continued from page 15.)

Each director ought to be the head of a department of work, or at least the head of every department of work ought to be a director. The head of each department ought to choose the members of his own committee. Thus, by having the heads of departments work on the board of directors the entire work of the association can be frequently reviewed, and the departments of activity can, by cooperating, not only avoid needless waste through duplication, but also stimulate each other. The board of directors ought to hold regular meetings in the schoolhouse, and in order that the work may be responsive to public opinion the meetings ought to be open to any who wish to attend them, just as the meetings of a town council are open. The community center stands for visible government and daylight diplomacy.

THE TROUBLE COMMITTEE.

It is not so difficult to organize a community center; the difficulty is to keep it organized. By no means the only one, but the chief means of securing a permanently useful community center is to have a wise and constructive program, big enough to merit interest. A good way to formulate such a program is to appoint a permanent committee which we may call "the trouble committee." The function of this committee is not to make trouble, but to remove it. Its task is to discover the causes of trouble in the community, to learn the reasons for dissatisfaction, to state the problems which ought to be solved, to exhibit the thing that needs to be done.

The function of the trouble committee is to furnish nuts for the community association to crack. No one believes in diagnosis for the sake of diagnosis any more than he believes in "amputation for the sake of amputation." Its only use is to reveal the disease and to point the way to a remedy. The aim of the trouble committee is to point out the difficulties at the bottom of our social problems for the sake of removing them. Whenever they are removed, the problem vanishes. The method of the committee is constructive democracy.

PUBLIC AND SELF-SUPPORT.

The finances of an organization usually constitute its storm center. Money is the kind of thing it is difficult to get along with and impossible to get along without. After a community center determines its plans and policies, the next question in its organization is finance. But since money is the root of so much trouble, it ought to be kept in the background. It

is properly called "ways and means." It is not the end; human welfare is the end. Money is a detail and ought always to be treated as such.

The superior advantage of a community center over private organizations is that it does not need an amount of money sufficient to cause it any distress. To begin with, there are no dues. They are already paid when the taxes are paid. The schoolhouse, together with heat, light, and janitor service, and in some places a portion of the secretary's salary, is provided out of public funds. Thus the overhead charges are comparatively small. The time will doubtless come when the entire expense will be provided out of public funds, but the movement is new, and for the present and immediate future if the building, heat, light, and janitor service are provided it is all that can reasonably be expected.

A WORKING CONSTITUTION.

What's constitution among friends? It's a necessity if they are to continue to be friends. As the word itself suggests, a constitution establishes the basis on which friends may stand for the accomplishment of their common purposes. Its value is always to be measured by the importance of the purpose to be accomplished. Inasmuch as the purpose of a community center is of the highest value not only to the welfare of the local community, but also to the welfare of democracy in the Nation and in the world, the making of its constitution is a highly important item in its organization.

As regards the work of the community center, the constitution is a working agreement, a clear understanding as to what is to be done and who is to do it. A clear statement will prevent needless friction and confusion. As regards the growth of the work in the community, the constitution will serve the purpose of propaganda. If a new or uninformed member of the community should ask an active member, "What is a community center and what is its purpose?" a copy of the constitution ought to furnish a full answer to his question. Therefore, it should not be too brief, if it is to answer this purpose.

Each community ought to draft its own constitution, not only because the needs of communities vary, and not only because it should be the honest expression of the communities own thought and purpose, but especially because a constitution brought from outside and dropped on the people's heads has little value for the community.

While the types of constitutions will be very various, yet there are certain formative principles which are basic in the

structure of a community center. They are so essential to the life of the community ideal that the writer has called them "The ten commandments for a community center." They are as follows:

- I. It must guarantee freedom of thought and freedom in its expression.
- II. It must aim at unity, not uniformity, and accentuate resemblances, not differences.
- III. It must be organized democratically, with the right to learn by making mistakes.
- IV. It must be free from the domination of money, giving the right of way to character and intelligence.
- V. It must be nonpartisan, nonsectarian, and nonexclusive both in purpose and practice.
- VI. Remember that nothing will run itself unless it is running down hill.
- VII. Remember that to get anywhere it is necessary to start from where you are.
- VIII. Remember that the thing to be done is more important than the method of doing it.
- IX. Remember that the water in a well can not be purified by painting the pump.
- X. Remember that progress is possible only when there is mental hospitality to new ideas.

AN EDITOR ON TEACHERS' SALARIES.

"It is all very fine to deliver high-flown orations on the nobleness of the pedagogue's profession and his solemn obligation to put aside more alluring offers in other fields of activity, but the truth is that the average teacher who depended on the remuneration of his profession for a living would simply starve to death. If, therefore, he deserts 'the noble calling of the teacher' for the fleshpots of Egypt we may depend upon it he's hungry and wants a square meal.

"There are in the United States to-day something over 740,000 school-teachers, and their average salary is materially less than \$600 per annum. Just think of it!

"It is safe to say that there isn't a first-class school-teacher in the country who in some other work couldn't make more than twice the salary he commands to-day, and all of them could better themselves financially by a change."—*Editorial in the Fort Wayne (Ind.) News.*

WHAT ENGLAND LEARNED.

**Physical Education for All the People—
How the War Changed English Opin-
ion—Building for the Civilization of
To-morrow.**

"It shall never again be said that it is not until they are needed for the terrible uses of war that any care is taken of the mass of the youth of the country," declares a writer in the London Nation, whose article, entitled "The Wasted Years," has been reprinted by the Massachusetts Civic League.

"The war has brought home to most of us a sense of guilt and shame in regard to this dreadful waste of the vigor and the happiness of the race. It is therefore to a people awakened as it has never been before that Sir George Newman appeals in his annual report to the Board of Education; for he speaks to a people agreed that no self-respecting nation can go back after this war to the state of things which makes the proper development of the body and mind the luxury of a small and privileged class. This reparation at least we will make to the thousands to whom their country had given nothing and from whom she has taken their all. *It shall never again be said that it is not until they are needed for the terrible uses of war that any care is taken of the mass of the youth of the country.* And providence for the future urges the same truth. Some, indeed, are thinking of the soldiers of the future; others of the workmen of the future; others, again, of the citizens of the future; but all who are thinking at all realize that we have to make whatever sacrifices are needed to secure the conditions of a healthy and vigorous life and growth to all classes.

"We have had warnings and instructions enough. The Board of Education has reminded us in its excellent literature on physical training that the training of the body is part of the training of the mind, having an important relation to the actual development of the brain. We have had a report on playgrounds which shows how miserably inadequate is the provision made at present for the children in the elementary schools. We have had reports from the consultative committee on continuation schools which warn us that the tendency to exploit childhood and youth is actually increasing, and that there are signs that the factory system is beginning to seize on the improved human material turned out by the modern elementary school. We know from the same authority that it could be affirmed six years ago that 'not more than 5 per cent of the youthful portion of the industrial population was touched by anything in the shape of recreative agency.' And now comes Sir George

Newman's report, which warns us that the war has made the immediate problem more urgent than ever, for the special conditions have taken some fifty thousand children, on a modest estimate, out of the schools at an abnormally early age.

"It was commonly said before the war, when this or that reform was proposed, that the taxpayer could not stand it, or industry could not stand it, or public opinion was not ready for it. The war has shown us how hollow many of these objections were, how timidly we had estimated our powers and resources, and it has brought home to us the sovereign importance of the quality of a nation's life. We can not repeat that mistake to-day. 'If we are determined to rear a healthy and virile race, of high capacity,' says Sir George Newman, 'we must, from a physical standpoint, begin earlier and continue later than the hitherto accepted period of education. What is needed, indeed, is an effective supervision and a sound practical training of the body from the end of infancy to adolescence. It is said sometimes that, in the interest of economy, the State can not afford such a complete scheme. My submission is that, in the interest of economy, the State can not afford to neglect a complete scheme.'

"That is the spirit in which the Nation has to face its future. We count our youth with feverish anxiety to-day, for our boys of 18 are not the property of this or that employer, or the disused and discarded instruments of this or that wasteful trade, but the arm of a nation fighting for its life. How shall we think of them to-morrow? Will we think of them again as van boys, errand boys, piercers' or riveters' boys, in whom the Nation takes no interest, for whom it feels no concern, for whom school life and its games and its ambitions come to an end as soon as an employer can find a use for their fingers or their muscles? Or shall we think of our youth as boys and girls, the promise of men and women, whose minds and bodies no nation can afford to squander? On the answer to that question depends whether democracy can win those greater battles for which civilization has to prepare on larger playing fields than those of Eton, an army which is not a class but a whole people."

WHAT IS THE SCHOOL-TEACHER'S DUTY?

"I get many letters from teachers, in the country schools particularly, saying: 'We love our country and we want to help it. What can we do to serve it?' I have one answer—'stick right to your job.' There is no work that any woman can do for her country to-day that is more needed, more patriotic, than to stay by the schools and teach patriotism to the youth of this country."—Dr. Anna Howard Shaw.

WAR AND THE SCHOOLS.

(Continued from page 9.)

which demand technically and professionally qualified men.

The falling off of the enrollment in higher institutions is not the only result of the exodus of young men to our fighting forces. Increased demands in the industries, in clerical work, in mechanics have resulted in enlisting young men and women from the high schools, or those who would, under ordinary conditions, enter high school, in workshops, factories, and stores. Often the enlistment of the breadwinners in the fighting ranks throws new responsibilities upon the shoulders of the younger members of the family. Schools are abandoned for the more immediate necessities; careers are relinquished; youthful aspirations surrendered; ideals of a future long cherished are forsaken. Sometimes the sacrifice is inevitable. Often it is the result of mistaken enthusiasm, and quite uncalled for in the light of more careful consideration. No one would encourage the slacker, but only the short-sighted wish to serve except in the way most effective. Every man or woman, old or young, should be imbued with the spirit of intelligent, permanent service, not carried away on the crest of a wave of patriotic enthusiasm which engulfs sound judgment and intelligent consideration of remote as well as immediate necessities. Not sacrifice alone, but intelligent sacrifice; not service alone, but service of the kind most necessary and effective is the thing to which our democracy must consecrate itself.

The world war is not only a clash of arms, not merely a test of numbers, of physical strength and national wealth; it is also a clash of brains and ability, mechanical invention, technical resourcefulness. More and more as the war progresses this is becoming apparent. In the crisis of the effort to pocket the Crown Prince's army between Soissons and Rheims, ultimate victory is said to depend on the ability of our engineers. Only a high order of intelligence, and skill in the arts and sciences coupled with initiative and adaptability enabled the French and English to prepare in days and weeks to meet the menace of 50 years of German concentration on military preparation. The early French forces and "Kitchener's Contemptibles" were made up like our own Army, of hastily selected men from every profession, art, and industry. Musicians, artists, experts, and students of law, medicine, engineering, and every inventive and scientific vocation enlisted in the fighting lines. The allied countries—America itself is confronted by the need for men skilled and trained, intellectu-

ally, professionally, and mechanically, to take the place of those similarly trained who fall or are disabled at the front.

Young men and women should enlist, then, for preparation—military preparation, if you will—for the long pull, the perennial drive to continue till the war is over. This preparation can be obtained best through the schools of America. Vocational courses, scientific courses, liberal arts courses, all give the effective weapons for the great offensive. Fight? Yes; but add other weapons to the machine guns and bayonets. American genius is responsible for the submarine, the aeroplane, and innumerable inventions and devices that are transforming methods of warfare, and it is important that our supply of geniuses continue to meet increased demands. Education, training, skill, initiative, these are the qualities most needed for winning the war. How much more is the boy who has finished college worth to his country than he who has not? Every boy should answer this question to his own satisfaction before he selects the service into which he enters. If one or two or more years of training add to his efficiency as a soldier, why not enlist in a service which prepares through education and training for greater efficiency?

ALASKAN'S APPRECIATION OF UNITED STATES GOVERNMENT'S WORK.

So impressed was Mr. Sidney Campbell, a native of Alaska, with the advance of his race since the Government began its educational work in Alaska, that he recently asked Bureau of Education officials to transmit to President Wilson a souvenir paddle, symbol of progress among the Tsimshian people. It was at a gathering of the stockholders of the Metlakatla Commercial Co. that Mr. Campbell formerly turned over his paddle with a request that it "should go through the proper channels up to President Wilson as an appreciation on the part of the Tsimshian people for the progress in education, commercial industries, and civic life he and his administration are bringing to the people of Metlakatla." The profits of the Metlakatla cooperative organization, which was made possible through the efforts of the Bureau of Education, were over \$4,000 for the year.

In acknowledging the symbolic paddle, President Wilson wrote to Assistant Secretary of the Interior Vogelsang:

I am very much pleased and touched by the kind feeling and generous friendship which prompted Mr. Sidney Campbell to send me the little souvenir paddle from his far-away home on Annette Island, and I beg that you will convey to him through the proper channels a very cordial message of friendship from me and of personal interest in himself and his people. I am deeply gratified that they should feel that the Government of the United States has, indeed, been serviceable to them in improving the conditions of their life.

NATIONAL RURAL TEACHERS' READING CIRCLE.

Announcements for 1918-20 Now Out—Bureau's Plan Seeks to Help Serious-minded Rural Teachers.

Announcements have just been issued for the 1918-1920 National Rural Teachers' Reading Circle of the Bureau of Education.

Organization and Purpose.

The reading circle was organized by the bureau in 1915 in cooperation with an advisory committee of the State superintendents of public instruction. The purpose is to be of direct assistance to the thousands of progressive, serious-minded rural teachers of the country who desire guidance in their study to improve themselves professionally. Never in the history of our country was there so great a demand for well prepared rural teachers and supervisors as at the present time. It is to assist in finding and equipping these educators that the Bureau of Education organized the reading circle work three years ago.

Progress.

The American farmers are doing their great share in winning the war through increased production from the land. After the war is won the rural population must take an equally vital part in the economic reconstruction that is sure to follow the war. This calls for a new type of leadership, cultured and educated in practical phases of modern scientific agriculture. The most important and indispensable agent in the attainment of this task will be the rural teacher. Without the well educated, broad minded, sympathetic teacher any system of education can only be a lifeless mechanism.

Therefore the public must look to the country teachers and their preparation and see to it that they shall be men and women of the best native ability, the most thorough education, and the highest degree of professional knowledge and skill. Since the time of organization a large number of progressive rural teachers of the country have become members of the Reading Circle. No attempt has been made to draw to the circle large numbers; the aim has been rather to list a few leaders from each county in the several States. Results have been very satisfactory. Of the number matriculated a large percentage have completed the work and have received the commissioner's certificate.

Cost.

The Reading Circle for 1918-1920, which is announced herewith, will be without cost to the members aside from procuring the necessary books, which may be fur-

nished from the publishers at regular retail rates or they may be secured through local libraries, or in other ways. There is no restriction as to membership, although it is highly desirable that applicants have a liberal acquaintance with the best literary works, past and present.

Study Course for the Years 1918-1920.

The books for this period reflect largely the new conditions in education due to the unprecedented changes going on in the world to-day. They are classified under five heads, as Nonprofessional Books of Cultural Value, Educational Classics, General Principles and Methods of Education, Rural Education, and Rural Life Problems.

The work is intended as a two-year reading course, although it may be completed by the industrious teacher in a shorter time. To those who give satisfactory evidence of having read intelligently not less than five books from the general-culture list and three books from each of the other four lists—17 books in all—within the two years of the time of registering will be awarded a National Rural Teachers' Reading Circle Certificate signed by the United States Commissioner of Education.

Correspondence.

Teachers interested in the 1918-1920 reading-circle work should write for circulars, registration blanks, etc., to the Rural School Division, Bureau of Education, Department of the Interior, Washington, D. C.

EMERGENCY WAR COURSES FOR SCHOOLS.

An outline course on war topics, prepared for the Bureau of Education by the National Board of Historical Service, is now in the hands of the printer and will be issued shortly. The purpose of the publication is thus stated in the introduction:

The general topic of the war and America's part in it should form an integral part of the course of study in every grade of our public schools. Incidental instruction on this subject can and should be provided through the opportunities offered by such subjects as American history, European geography, and English composition and literature. The floating of Liberty loans and the selling of thrift stamps to our pupils also furnish occasions for profitable incidental treatment of the war. If definite results are to be obtained, however, our schools must go further and provide for systematic instruction in this subject.

Definite periods in the school program are suggested in the circular as follows: Grades I and II, two 15-minute periods a week; Grades III and IV, two 20-minute periods a week; Grades V, VI, VII, and VIII, two 30-minute periods a week.

LABOR UNIONS ASKED TO AID AMERICANIZATION.

Commissioner Claxton has sent the following letter to labor-union officials throughout the country:

AUGUST 13, 1918.

To the secretaries of central labor unions:

Labor Day—September 2, 1918—will be celebrated with the slogan "Win the War for Freedom." These celebrations can be made the occasion for a stirring appeal to American native-born workmen to join with their foreign-born fellow workmen "to unite all races in America" to "Win the War for Freedom."

Thousands of foreign-born workers are employed in our industrial plants, factories, mines, shipyards, and railroads in essential war activities.

In 1910 there were in the United States approximately 13,000,000 foreign-born persons, and about 20,000,000 more with one or both parents born in foreign countries. About 3,000,000 of the foreign born over 10 years of age could not speak English, and about 1,650,000 could not read or write in any language. Nearly 50 per cent of the foreign-born population were males of voting age, but only 4 in every 1,000 attended school to learn our language and citizenship. Over 4,000,000 additional aliens were admitted between 1910 and 1915. About 1,500 foreign-language newspapers, with an approximate total circulation of 10,000,000, are printed in the United States.

Our military and naval forces have enrolled thousands of men of foreign extraction, who are fighting side by side with our native-born soldiers to win the war.

Will you not therefore help our foreign-born industrial soldiers over here, who are so valiantly standing back of our Army and Navy over there, to better understand America and its ideals, and in your local celebrations urge them—

To obey cheerfully the American laws and regulations, especially those made necessary by the war;
To learn to understand the language of America;

To prepare themselves for an understanding of American citizenship;
To secure a home stake in America, and buy Liberty bonds; and

To be American in thought, in heart, in speech, and in the will to win the war.

The attached resolution, "Learn English," of the New Hampshire Federation of Labor may interest you. State councils of defense and State divisions of the woman's committee are cooperating with this bureau and are correlating the war Americanization work in the different States and communities.

We shall be glad to be of further service in any work you may undertake to promote the Americanization of our foreign-born residents, and shall appreciate it if you will call this letter to the attention of your associate officers and advise us of any action taken by you in this matter.

Yours, very truly,

P. P. CLAXTON,
Commissioner.

The resolution of the New Hampshire Federation of Labor, referred to in the letter, is as follows:

LEARN ENGLISH.

The New Hampshire Federation of Labor asks its members to support the work of the New Hampshire Committee on Americanization.

The United States Government has started a movement for the education of our foreign-born people, especially those who do not speak, read, or write English.

The New Hampshire Federation of Labor heartily indorses this movement.

The New Hampshire Committee on Americanization (subcommittee of the New Hampshire Committee on Public Safety) is directing this work in our State.

The first step is that all persons in the State may learn to speak, read, write, and understand English.

New Hampshire Federation of Labor urges all its non-English-speaking members to attend night school and learn to speak, read, and write English. Urges all employers of labor to assist in this work for the benefit of labor, for the benefit of industry, and for better citizenship.

R. A. COONEY,

President N. H. Federation of Labor.

CHAS. H. BEAN, Jr.,

Secretary-Treasurer

N. H. Federation of Labor.

ORGANIZED LABOR ON SCHOOL AND COLLEGE ATTENDANCE.

[From the report of the committee on education, American Federation of Labor, 1917.]

We believe that the national crisis requires increased emphasis on the value of our schools and should lead to a coordinated genuinely national and democratic system of education. Child labor and school attendance provisions should not be suspended. Conditions also in higher education are not reassuring. Those on the point of graduation the country may perhaps use now. But it is reported that in some colleges 80 per cent of the students have been permitted to enlist. This enthusiasm is admirable, but in many lines of work an additional two years of training would double or treble a student's value to the Nation, even from a purely military point of view. May we not hope that this shortsighted waste of human ability will be checked?

Against this misguided diversion of our boys and girls and young men and women from the schools and colleges to the industrial and military field, President Wilson, Secretary of War Baker, and Commissioner of Education Claxton have vigorously protested. But in many sections a headstrong public opinion has overridden their protests and appeals. Your committee asks the convention to indorse and do everything in its power to drive home into the public consciousness this principle:

Educated manhood and womanhood is the Nation's greatest asset in both peace and war. And we must not sacrifice, even to an emergency, the increased national efficiency which can be attained only through organized educational training.

COURSES IN COMMERCIAL EDUCATION.

Both High School and College Courses Suggested—Preliminary Training for Domestic and Foreign Commerce—Foreign Service Emphasized.

Two courses of study in commercial education, one intended for colleges and universities with a relatively small number of students, the other for high schools and seventh and eighth grades, are outlined in Commercial Education Circulars Nos. 2 and 3, recently issued by the Bureau of Education.

The college course, designed to prepare students for domestic and foreign trade, and foreign service of the Government, especially in smaller institutions, is as follows:

FOUR-YEAR COLLEGE COURSE.

[Wherever alternative subjects are given, it is intended that one subject should be pursued by the student of domestic and foreign trade and the other by the student of diplomatic or consular service.]

FIRST YEAR.

First semester.

1. Advanced Business, Arithmetic and Rapid Calculation.
2. Advanced Commercial Correspondence.
3. History of Commerce (Ethnographic and Historical Background).
4. First Modern Language.¹
5. Stenography and Typewriting, or Commercial Chemistry.

Second semester.

1. Advanced Business Arithmetic and Rapid Calculation.
2. Trade Documents and Office Practice.
3. History of Commerce (Ethnographic and Historical Background).
4. First Modern Language.
5. Stenography and Typewriting, or Commercial Chemistry.

SECOND YEAR.

First semester.

1. Principles of Accounting.
2. Salesmanship and Advertising.
3. History of Commerce (products, markets, and trade movements).
4. First Modern Language.
5. Economic, Industrial, and Political History of the United States.

Second semester.

1. Commercial Law.
2. Public Speaking and Publicity.
3. History of Commerce (products, markets, and trade movements).
4. First Modern Language.
5. Economic, Industrial, and Political History of the United States.

THIRD YEAR.

First Semester.

1. Economics (Transportation, money, and banking).

¹Other subjects may be substituted for the modern language requirement whenever the previous training in modern language of the students warrant substitution.

2. Representative Biographies of International Leaders and Publicists.
3. International Law, or Organization and Management of Factory and Home Office.
4. First Modern Language.
5. Second Modern Language.

Second Semester.

1. Advanced Industrial and Social Civics (Social and labor legislation and immigration and citizenship laws).
2. Representative Biographies of International Leaders and Publicists.
3. Maritime Law, or Foreign Trade Problems.
4. First Modern Language.
5. Second Modern Language.

FOURTH YEAR.

First Semester.

1. Current Political History of Europe and Near East, or Foreign Trade with Europe and Near East.
2. Comparative Government, or Foreign Investments.
3. American Diplomacy, Treaties, and Foreign Policy, or Fiscal and Customs Legislation.
4. Second Modern Language.
5. Third Modern Language.

Second Semester.

1. Current Political History of Latin-America and Far East, or Foreign Trade with Latin-America and Far East.
2. Tropical Resources and Hygiene.
3. Diplomatic and Consular Practices, or International Banking and Foreign Exchange.
4. Second Modern Language.
5. Third Modern Language.

The high-school course, which is designed for use in schools having departmental teaching in the seventh and eighth grades and in the regular four-year high schools, is as follows:

SEVENTH GRADE.

First Semester.

Foreign Language.
English.
Arithmetic.
Physical Geography.
History of the United States.

Second Semester.

Foreign Language.
English.
Arithmetic.
Political Geography.
History of the United States.

EIGHTH GRADE.

First Semester.

Foreign Language.
Typewriting.
Arithmetic.
Commercial Geography.
Merchandising.

Second Semester.

Foreign Language.
Typewriting.
Arithmetic.
History of Commerce.
Civics.

FIRST YEAR HIGH SCHOOL.

First Semester.

Business English, Penmanship, and Spelling.
Commercial Arithmetic.
Commercial Geography.
Typewriting.
Modern Language.

Second Semester.

Business English, Penmanship, and Spelling.

Commercial Arithmetic.
Commercial Geography.
Typewriting.
Modern Language.

SECOND YEAR HIGH SCHOOL.

First Semester.

Stenography.
Algebra, or
Office Appliances, filing, etc.
Bookkeeping (with Business Knowledge).
History of Commerce.
Modern Language.

Second Semester.

Stenography.
Algebra, or
Merchandising (buying and selling).
Bookkeeping (with Business Practice).
History of Commerce.
Modern Language.

THIRD YEAR HIGH SCHOOL.

First Semester.

Biology.
Civics.
Modern language.
Economic history of United States.
Stenography, or
Foreign classics in English, or
Commercial products.

Second Semester.

Tropical resources and hygiene.
Civics.
Modern language.
Economic history of United States.
Stenography, or
Foreign classics in English, or
Chemistry of commerce.

FOURTH YEAR HIGH SCHOOL.

First Semester.

Principles of economics.
History of the United States (with emphasis upon foreign relations).
Foreign trade of the United States.
Modern language.
Business organization and management.

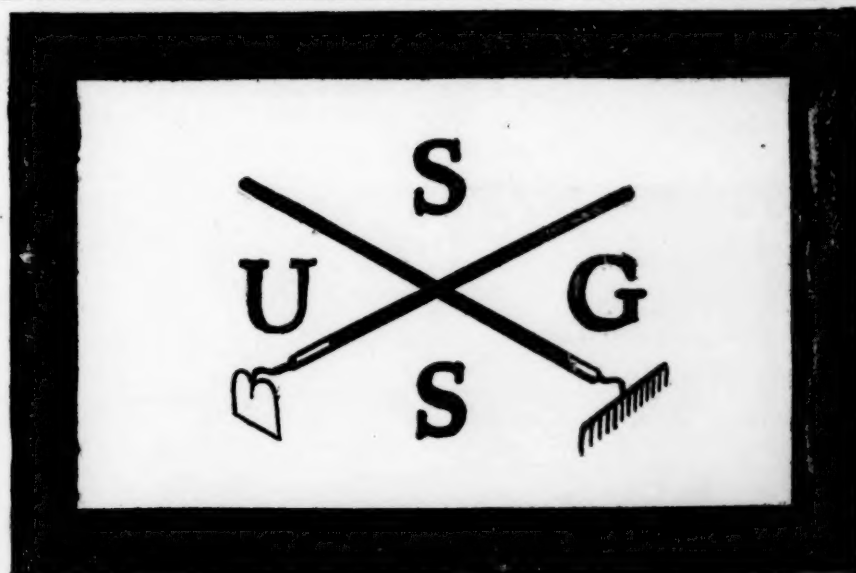
Second Semester.

Economics (transportation and banking).
History of the United States (with emphasis upon foreign relations).
Foreign trade of the United States.
Modern language.
Elementary commercial law.

CHANGES IN THE COMMITTEE ON EDUCATION FOR FOREIGN SERVICE.

The Committee of Fifteen on Educational Preparation for Foreign Service, which serves by appointment from the Commissioner of Education, has lost by death one of its most valued members—Mr. William Fairley, principal of the Commercial High School, Brooklyn, N. Y.

The following, in addition to those on the list given in the August 1 issue of *SCHOOL LIFE*, have accepted an invitation to serve on the Advisory Committee of One Hundred on Education for Foreign Service: George Woodruff, president First National Bank of Joliet, Joliet, Ill.; A. Lawrence Lowell, president of Harvard University, Cambridge, Mass.; Paul Monroe, director School of Education, Teachers' College, Columbia University, New York; J. Rogers Flannery, Pittsburgh Paper Box Factory, Pittsburgh, Pa.; M. L. Burton, president University of Minnesota, Minneapolis, Minn.; Wallace D. Simmons, president Simmons Hardware Co., St. Louis, Mo.; A. Lincoln Filene, general manager Wm. Filene's Sons Co., Boston, Mass.; Charles M. Schwab, chairman Bethlehem Steel Corporation and Director General Emergency Fleet Corporation; J. A. McGregor, Pacific coast representative Bethlehem Shipbuilding Corporation, San Francisco, Cal.; John Hays Hammond, former president American Institute of Mining Engineers and chairman of the World Court Congress; Hamilton Holt, editor the Independent, New York City; Frank V. Thompson, superintendent of schools, Boston, Mass.; Arthur T. Hadley, president Yale University, New Haven, Conn.; H. K. Mulford, vice president H. K. Mulford Co., Philadelphia, Pa.; Cyrus H. McCormick, president International Harvester Co., Chicago, Ill.; John H. Rossiter, vice president and manager Pacific Mail Steamship Co., San Francisco; E. K. Graham, president University of North Carolina, Chapel Hill, N. C.



Service flag of the U. S. War Garden Army.